DOCUMENT RESUME

ED 450 668 HE 033 844

TITLE The Status of Higher Education in Tennessee, Including the Tenth Annual Report on Progress toward the Goals of Tennessee Challenge 2000 for the State's Public Higher Education Institutions and the Seventh Annual Report on Contributions of the State's Independent, Regionally Accredited Higher Education Institutions. Annual Report.

INSTITUTION Tennessee Higher Education Commission, Nashville.

PUB DATE 2000-02-15

NOTE 57p.; Annual Report.

PUB TYPE Numerical/Quantitative Data (110) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Academic Achievement; Annual Reports; Educational Improvement; *Educational Objectives; *Higher Education; Private Colleges; Public Colleges; Tables (Data)

IDENTIFIERS *Tennessee

ABSTRACT

This report combines reports on the progress of Tennessee's public institutions of higher education toward the goals outlined in Tennessee Challenge 2000 and the progress of independent, regionally accredited higher education institutions toward the same goals. The goals set forth in Tennessee Challenge 2000 were formally established in 1989 to mirror those established by the Southern Regional Education Board for the areas of: (1) educational attainment; (2) quality and performance; (3) teacher education; (4) research and public service; (5) faculty and staff; and (6) resources. On virtually all of the goals there has been steady, regular improvement. This report reflects significant accomplishments in 1999-2000. Undergraduate enrollment has increased by 10.6% at public institutions and 9.2% at the independent institutions. The enrollment of undergraduate female students has grown by 15.4% at the public institutions, and the undergraduate enrollment of African American students has increased by 36.4% since 1990. Graduate and professional school enrollments have grown by 13.2% at public institutions, and by 49.47% at independent institutions. The persistence to graduation rate was 45.52% at public universities for the 1993 cohort and 21.9% for the independent institutions since 1992. The percentage of students needing any remedial or developmental coursework at all public institutions was 51.9% in 1996 and 50.0% in 1999, and in fall 1999, only 1.2% of entering freshmen in public universities tool any remedial level coursework. The ACT Assessment scores of entering freshmen at the public schools were slightly below the national norm, but College Board average scores exceeded the national norm. Teacher education program completers in public and independent institutions increased 23.9%, with a three-fold increase in the numbers of African American graduates from teacher education programs at public universities. Information is also given on student placement rates, research and public service expenditures, and student financial assistance. Twenty-two appendixes contain tables of data about the enrollment and performance of Tennessee college students. (Contains 46 figures and 22 tables.) (SLD)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 450 668

ANNUAL REPORT

THE STATUS OF HIGHER EDUCATION IN TENNESSEE

Including

The Tenth Annual Report on Progress toward the Goals of Tennessee Challenge 2000 for the State's Public Higher Education Institutions

and

The Seventh Annual Report on Contributions of the State's Independent, Regionally Accredited Higher Education Institutions

B. Noland

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Tennessee Higher Education Commission
Richard G. Rhoda, Executive Director
February 15, 2000

HE 033 941

BEST COPY AVAILABLE

2000

Commission Members

A C Wharton, Jr., *Memphis*, Chairman

Wanda McMahan, *Knoxville*

John G. Morgan, *Nashville* (*Ex Officio*)

Debby Patterson Koch, *Nashville*

Steve Adams, *Nashville* (*Ex Officio*)

Riley C. Darnell, *Nashville* (*Ex Officio*)

Wm. Ransom Jones, *Murfreesboro*, Vice-Chairman

Dale Kelley, *Huntingdon*, *Secretary*

Joe E. Lancaster, *Columbia*

Tony Scott England, *East Tennessee State University*

June Scobee Rodgers, *Signal Mountain*, Vice-Chairman

J. V. Sailors, State Board of Education (*Ex Officio*)

Lisa Verble, *Sevierville*

Fred Patrick Gattas III, University of Tennessee *Memphis*

Brad Windley, *Tullahoma*

Table of Contents

Executive Summary i

Introduction iv

Goal A:
Educational Attainment 1

Goal B:
Quality and Performance 10

Goal C:
Teacher Education 14

Goal D:
Research and Public Service 15

Goal E:
Faculty and Staff 16

Goal F:
Resources 17

Appendices 22

Executive Summary

In 1989, the Tennessee Higher Education Commission established the *Tennessee Challenge 2000* annual report to demonstrate to the legislature and its constituency, the citizens of Tennessee, the commitment that the higher education community has to improved quality in higher education, its interest in fostering racial diversity and awareness, and its desire to be accountable to all the interested parties that surround and influence the course of higher education in Tennessee. Although the goals found in this document were formally established in 1989, they grew out of the legislative benchmarks for higher education developed in 1984. The *Tennessee Challenge 2000* goals mirror those established by the Southern Regional Education Board among its 15 member states.

The accountability measures found in *Tennessee Challenge 2000* are numerous indeed. A summary of the progress made since 1990 on specific goals contained in the report can be found on the following page. It should be noted that on virtually all of the goals originally set back in 1989, there has been steady, regular improvement. In addition, the recent inclusion of Tennessee's independent, regionally accredited institutions has added a greater dimension and relevance to the information contained in the report.

Through this and other assessment activities, e.g., performance funding, Tennessee continues to lead the way in developing usable accountability measures of higher education outcomes. The following list reflects significant accomplishments for 1999-00.

During the past ten years (1990-91 through 1999-00), the following progress and contributions have been made in Tennessee Higher Education:

Enrollment and Persistence

- Undergraduate enrollment in public institutions has increased by 10.6%.
- Undergraduate enrollment in independent institutions has grown by 9.2%.
- Over 87% of the total enrollment in public institutions are Tennessee residents.
- There has been a 15.0% increase in the number of Tennessee residents enrolled at independent institutions.
- Enrollment of undergraduate female students has grown by 15.4% in public institutions.
- Undergraduate enrollment of African-American students has increased by 36.4% from 1990 to 1999.
- Enrollment of African-American students in graduate programs in public institutions has risen 72.8% from 1990 to 1999.
- Transfer rates of students who graduate from public two-year institutions into public universities have declined slightly to 44.8% of graduates.
- Transfer rates of African-American students who graduate from public two-year institutions into public universities have increased to 46.8% of African-American graduates.
- Transfers from two-year public institutions to independent colleges and universities increased 44% between 1991-92 and 1996-97.
- Graduate and professional school enrollment in public institutions has grown by 13.2%.
- Graduate and professional school enrollment in independent institutions has grown by 49.47%.
- Persistence-to-graduation rates at public universities were 45.52% for the 1993 cohort.
- Persistence-to-graduation rates at two-year public institutions were 21.9% for the 1993 cohort.
- Persistence-to-graduation rates at public institutions of African-Americans have increased 8.6% since 1992.
- Persistence-to-graduation rates at independent institutions have increased to 54.3%.

Remediation

- The percentage of students needing <u>any</u> remedial or developmental coursework in all public institutions was 51.9% in 1996 and 50.0% in 1999.
- Compared to 1991, almost 2,000 <u>fewer</u> public university and community college students needed <u>any</u> remediation in 1999.
- The need for <u>significant</u> remedial or developmental coursework (more than one course) by entering college freshmen in public institutions was 25.8% in 1996 and 24.8% in 1999.
- Compared to 1991, almost 1,000 <u>fewer</u> public university freshmen needed <u>significant</u> remediation in 1999.
- Only 1.2% of entering freshmen in public universities who were recent high school graduates (freshmen 18 years of age or younger) took <u>any</u> remedial level coursework in Fall 1999.
- Only 29% of recent high school graduates (freshmen 18 years of age or younger) at public institutions took developmental coursework in Fall 1999.

BEST COPY AVAILABLE

Quality and Performance

- ACT COMP average scores are slightly (2.3) below the national norm. College Base average scores continue to exceed the national norm.
- On most licensure examinations, 85% or more of test takers passed.
- Recognized accreditation bodies accredit approximately 98% of accreditable programs at public universities.
- Recognized accreditation bodies accredit all accreditable programs at public two-year institutions.
- Placement rates of vocational graduates at technology centers in 1998-99 were 85.8%.
- Placement rates of vocational graduates at two-year institutions in 1998-99 were 92%.
- Since 1993-94, expenditures on books have increased by 26%.
- Since 1992-93, almost a million volumes have been added to Tennessee public institutional library collections.

Teacher Education

- Teacher education program completers of public and independent institutions have increased 23.9%.
- There has been a three-fold increase in African-American graduates from teacher education programs at public institutions.
- There has been a 10.0% increase in African-American graduates from teacher education programs at independent institutions.
- Public institutions account for 62% of teacher education program completers while enrolling 81% of undergraduates.
- Independent institutions account for 38% of the teacher education program completers while enrolling only 19% of undergraduate students.
- Over 96% of teacher education completers at public and independent institutions passed the National Teacher Examination in 1998-99.

Research and Public Service

- Research expenditures at public institutions have risen by 13.8%; at independent institutions by 58.6%.
- Public service expenditures at public institutions have increased by 26.94%; at independent institutions by 99%.

Student Assistance

- The average Tennessee Student Assistance Award at public universities was $1,033, which represented 47.47% of total awards.
- For public two-year institutions, the average award was $445, which represented 23.1% of total awards.
- For independent institutions, the average award received was $2,675, which represented 16.7% of total awards.
- Funding for the Contract Education Program has declined since 1991-92.

BEST COPY AVAILABLE

Introduction

Tennessee Challenge 2000

Responding to an Act of the General Assembly in 1989, the Tennessee Higher Education Commission developed goals for public higher education in the state for the final decade of the 20th century. The Commission determined that an annual report, titled *Tennessee Challenge 2000*, would be made to the Legislature. In the Second Session of the 97th General Assembly, an act was passed (Public Chapter 739) which expanded the *Tennessee Challenge 2000* report. Incorporated in this publication is the seventh annual report on progress toward the goals of *Tennessee Challenge 2000*.

Report on the Contributions of Independent Higher Education

In 1993, an Act of the General Assembly directed the Commission to produce a triennial study of Tennessee's independent degree-granting colleges and universities that are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The purpose of the study is to provide information to the Tennessee Higher Education Commission to assist it in incorporating the contributions of these independent higher education institutions into its statewide Master Planning efforts.

A Combined Report

After evaluation of the Act, and after discussions with representatives of the Tennessee Independent Colleges and Universities, Commission staff determined that the results of the study could be most effectively incorporated into the annual *Tennessee Challenge 2000* report. Commission staff have recommended that, although the studies will focus on a three-year cycle of research and assessment, the results should be reported annually. This will allow a continuous and uninterrupted flow of information to the Legislature, Administration, and public of the State of Tennessee concerning the accomplishments of both of these components of higher education in the state. In future reports, information relating to other sectors of postsecondary education in the state will be incorporated into the annual report.

It should be noted that data for public institutions referred to in these reports are drawn from the state's higher education data system and is carefully edited and audited. Financial data are drawn from records of the Commission and the Department of Finance and Administration. Information for independent colleges comes from several sources, including the Tennessee Independent Colleges and Universities and surveys of self-reported data. Other data is drawn from IPEDS (Integrated Postsecondary Education Data Systems) collected by the U.S. Department of Education.

Goal A: **By the year 2000, Tennessee will be among the leading Southern states in providing college education to its citizens.**

Benchmarks:

1. **By the year 2000, the combined headcount undergraduate enrollment of public higher education institutions in Tennessee will be over 206,000 students.**

Figure 1: Undergraduate Enrollment

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1990-99
Public	154,959	163,882	170,409	171,170	168,366	169,745	171,244	170,902	170,872	171,448	**10.6%**
Independent	37,518	38,308	38,250	38,979	39,744	40,077	40,047	39,954	40,274	40,965	**9.2%**
Total	192,477	202,190	208,659	210,149	208,110	209,822	211,291	210,856	211,146	212,413	**10.4%**

Figure 1 presents the overall trend of undergraduate enrollment in public and independent higher education in Tennessee since 1990. These data do not include Tennessee Technology Centers enrollment that is addressed in another section of this report. Undergraduate enrollment since 1990 has increased over 10.6% at public institutions and 9.2% at independent institutions.

Figure 2: Enrollment of Tennessee Students

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1990-99
Public	157,015	165,501	172,316	174,316	172,035	174,099	175,540	175,466	174,292	174,113	**10.9%**
Independent	22,340	22,764	22,643	23,613	23,936	24,214	25,536	23,467	25,809	25,697	**15.0%**
Total	179,355	188,265	194,959	197,929	195,971	198,313	201,076	198,933	200,101	199,810	**11.4%**

Figure 2 reveals the distribution of Tennessee students between public and independent institutions in the state. These figures include graduate and undergraduate enrollments. The percentage of Tennesseans enrolled in public institutions decreased from 87.5% in Fall 1990 to 87.1% in Fall 1999. Of 51,332 students enrolled in independent institutions in Fall 1999, 25,697 (50.1%) were Tennessee residents. The percentage of Tennesseans enrolled in independent institutions has remained relatively stable. Of 193,652 students enrolled in public institutions in Fall 1999 (See Appendix A), 174,113 (89.9%) were Tennessee residents. This percentage also has remained relatively stable.

Figure 3: Undergraduate Enrollment by Institution Type

											% Change
Type	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	1990-99
Public Universities	90,492	92,567	94,262	93,749	91,784	92,528	92,614	93,863	94,908	96,277	**6.4%**
Public Two-Year	64,467	71,315	76,147	77,421	76,582	77,217	78,630	77,039	75,964	75,171	**16.6%**
Independent	37,518	38,308	38,250	38,979	39,744	40,077	40,047	39,954	40,274	40,965	**9.2%**
Totals	192,477	202,190	208,659	210,149	208,110	209,822	211,291	210,856	211,146	212,413	**10.4%**

Figure 3 depicts the shift in enrollment between public universities and two-year institutions that has occurred since 1990. Enrollment at public two-year institutions has increased 16.6% while enrollment at public universities has only increased slightly. Independent institutions accounted for about 19.3% of the total undergraduate enrollment in Fall 1999.

Figure 4: Undergraduate Enrollment by Gender for Public Institutions

											% Change
Gender	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	1990-99
Female	84,945	90,588	95,505	96,150	95,461	96,482	97,552	98,227	97,736	98,041	**15.4%**
Male	70,014	73,294	74,904	75,020	72,905	73,263	73,692	72,675	73,136	73,407	**4.8%**

BEST COPY AVAILABLE

Following a national trend, the rate of enrollment of female undergraduates in public institutions has increased at a faster rate than that of male students. This trend is seen in Figure 4. Female enrollment since 1990 has increased at over three times the rate of male student enrollment. In 1999, enrollment of female students has increased to 57% of the students in Tennessee public higher education institutions. The enrollment of male undergraduate students has increased only 4.8% since 1990.

This gender shift has not been as clear in Tennessee's independent colleges and universities. Female enrollment has been increasing at about twice the rate of male enrollment as shown in Figure 5. In 1999, enrollment of female students has increased to 57.2% of total enrollment.

Figure 5: Total Enrollment by Gender for Independent Institutions

Gender	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1990-99
Female	24,308	24,508	24,714	25,148	26,207	26,740	27,028	27,554	28,105	29,143	19.9%
Male	20,146	20,725	20,488	21,244	21,520	21,875	21,776	21,660	21,864	22,190	10.1%

A complete listing of enrollments in Tennessee public and independent higher education institutions in Fall 1999 can be found in Appendix A. A table depicting the trend in enrollments from 1990 to 1999 may be found in Appendix B.

2. **By the year 2000, 50% of recent high school graduates will enroll in public higher education institutions in Tennessee.**

One important means of improving the level of education of Tennessee's citizens is to encourage more high school graduates to attend college. Figure 6 indicates trends over the past three years in the enrollment of recent high school graduates.

The statistics found in Figure 6 are derived through indirect statistical methods. The figures are rough estimates since there is no exact means of tracing Tennessee high school graduates into college enrollment. Instead, the number of Tennessee residents 19 or younger is compared with the previous year's number of high school graduates at public institutions. At independent institutions, the number of first-time, full-time freshmen that are Tennessee residents is also compared to the previous year's high school graduates. The number of high school graduates does not include graduates of independent secondary schools and makes no adjustment for those students who enroll in out-of-state institutions. It is projected that, toward the end of the decade, administrative tracking systems being developed by the Tennessee Department of Education will allow improved linkage with the Enrollment Reporting System of the Tennessee Higher Education Commission. Estimates in past years by the Department of Education suggest that around half of Tennessee's high school graduates enroll in a college in the fall term following their graduation. Tennessee Higher Education Commission staff estimate that 5% to 10% of these students enroll in out-of-state institutions. It is not known how many others enroll in any college in later years. This number is not inconsiderable since today's high school graduates may work for several years before pursuing further education.

While the percentages in Figure 6 are only estimates, they are adequate to establish a trend. It is estimated that about 45% of 1998-99 Tennessee high school graduates matriculated at public institutions and almost 9% attended independent institutions in the state. The percentage of high school graduates who attend a Tennessee higher education institution has increased to 53.5% of recent high school graduates.

BEST COPY AVAILABLE

Figure 6: Enrollment of Recent H.S. Graduates in Tennessee Colleges & Universities

	1993	%	1994	%	1995	%	1996	%	1997	%	1998	%	1999	%
HS Grads	42,003		42,334		43,308		43,889		44,380		43,711		44,032	
Public *	17,413	41.46%	17,181	40.58%	18,337	42.34%	18,768	42.76%	19,274	43.42%	19,415	44.42%	19,667	44.67%
Indep **	3,957	9.42%	3,791	8.95%	4,162	9.61%	4,039	9.20%	3,723	8.39%	3,867	8.85%	3,876	8.80%
Total	21,370	50.88%	20,972	49.53%	22,499	51.95%	22,807	51.97%	22,997	51.82%	23,282	53.26%	23,543	53.47%

* First-time freshmen with a Tennessee permanent address who are age 19 or younger enrolled in fall semester

** All first-time, full-time freshmen with a Tennessee permanent address enrolled in fall semester

3. **By the year 2000, graduate and professional enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.**

Figure 7: Graduate & Professional School Enrollment

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1990-99
Public	19,457	19,936	20,983	22,172	22,472	22,514	22,870	22,625	22,538	22,024	**13.2%**
Independent	6,936	6,925	7,108	7,413	7,979	8,547	8,757	9,260	9,709	10,367	**49.47%**

Graduate and professional school enrollment in Tennessee's public institutions, as shown in Figure 7, has increased by 13.2% since 1990. Graduate and professional school enrollment has grown by 49.47% at independent colleges and universities. Over 30% of Tennessee's graduate and professional school enrollment is at independent institutions. Appendix C of this report gives a listing by academic area of enrollments in public graduate and professional schools.

4. **By the year 2000, headcount enrollment in the technology centers will reach 35,000 students per year.** [1]

Figure 8: Technology Center Enrollment

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	% Change 1992-99
Headcount	30,930	30,970	29,668	29,215	28,699	28,777	28,994	31,035	1.00%
FTE	5,929	5,676	5,506	5,259	5,161	5,280	5,536	6,112	1.03%

As revealed in Figure 8, there was an increase in headcount and FTE enrollment at the technology centers in 1998-99. This increase reverses the decline seen throughout the 1990's and is an indication that the recent improvements to facilities have led to increases in both enrollment categories.

5. **By the year 2000, enrollment of students over the age of 25 in public universities and colleges in Tennessee will increase to 50%.**

Figure 9: Undergraduate Enrollment by Age Group for Public Institutions

Age Group	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1990-99
Under 25	98,357	102,695	105,148	110,450	103,305	103,559	105,739	108,230	110,219	112,868	**14.8%**
25 to 30	22,837	24,615	26,045	23,313	25,849	26,442	27,358	26,700	25,868	25,008	**9.5%**
31 to 45	28,280	30,733	32,697	31,526	32,032	31,636	30,248	28,247	27,261	25,990	**-8.1%**
Over 45	5,482	5,837	6,519	5,881	7,165	8,108	7,876	7,707	7,522	7,572	**38.1%**

[1] In the original *Tennessee Challenge 2000 goals*, the figure of 24,000 was projected as the average enrollment over four quarters. A more accurate gauge of technology center enrollment has been developed, a total unduplicated headcount of an entire year's enrollment. Based on this change, the goal has been changed to 35,000 students.

BEST COPY AVAILABLE

Enrollment patterns in the various age groups fluctuate from year to year. Currently, approximately 34% of undergraduate students are 25 years of age or older. These enrollment patterns are controlled by various factors, not the least of which is economic climate. In times of recession, citizens in the 20 to 30 years old group are most often affected by fluctuations in employment opportunities. When the economy moves out of a recessionary period, it is this group which first returns to the work force. The strategic master plan for Tennessee higher education, *Higher Education Uniting to Serve Tennesseans*, has a number of specific goals related to improvements in partnerships with business and industry to better serve adult students and the goal of lifelong learning. Figure 9 depicts enrollment trends in four age groups. Of particular interest is the increase in the participation of students, aged 25 to 45 at public institutions since 1990. However, it is important to note that the core enrollment at the undergraduate level remains the traditional student age 24 or younger, and projections point towards this trend continuing.

Figure 10: Enrollment by Age for Independent Institutions

Age Group	1994	% of Total	1995	% of Total	1996	% of Total	1997	% of Total	1998	% of Total	1999	% of Total
Under 26	35,872	75.2%	36,239	74.6%	36,383	74.6%	36,690	74.6%	36,999	74.0%	37,407	72.9%
26 to 29	3,600	7.5%	3,801	7.8%	4,128	8.4%	4,234	8.6%	4,301	8.6%	4,406	8.6%
30 to 45	6,328	13.3%	6,401	13.2%	6,051	12.4%	6,214	12.6%	6,514	13.0%	6,541	12.7%
46 and over	1,598	3.3%	1,599	3.3%	1,463	3.0%	1,495	3.0%	1,679	3.4%	1,880	3.7%
Not Reported	329	0.7%	557	1.1%	779	1.6%	581	1.2%	490	1.0%	1,098	2.1%

Enrollment patterns for independent colleges tend to give slightly more emphasis to traditional college-age (18 to 25) groups. Almost 73% of enrollment in independent colleges and universities in the state are under the age of 26. Figure 10 shows enrollment by age group in independent institutions since Fall 1994.

6. **By the year 2000, public universities in Tennessee will graduate at least 51% of students within six years of enrollment.**

Benchmark 6 and 7 both address persistence-to-graduation data and the reports on both are combined following Benchmark 7.

7. **By the year 2000, two-year institutions in Tennessee will graduate at least 35% of students within six years of enrollment.** [2]

Commission staff have done considerable research into methods of calculating persistence-to-graduation statistics for Tennessee's public institutions. In developing the statistics for this part of the report, a cohort is identified as all students enrolling as first-time, full-time, degree-seeking students in a particular fall term. This cohort also includes a small number of first-time, full-time freshmen who were enrolled in the previous summer term and returned in the fall. Graduation records for all state institutions are compared with the cohort for a six-year period. Any record of a successful completion is found and credited to the institutions that initially enrolled that student. Some examples: A student enrolling at a university or two-year institution who completes a degree at that institution is counted as a successful completion. A student enrolling at a two-year institution who transfers to a university and later receives a degree there is counted as a successful completion.

Formerly, calculation of persistence-to-graduation statistics for two-year institutions was traced only for a three-year period. This three-year period is reasonable for students who enter college relatively well prepared and who are able to attend full time. However, most

[2] Due to the change in methodology of calculating two-year college completion rates, explained on page 5, this goal has been changed from 25% of students within three years of enrollment to 35% of students within six years of enrollment.

BEST COPY AVAILABLE

students in Tennessee public two-year institutions are employed and only able to attend college on a part-time basis. Over 70% of students who ultimately graduate from such schools begin as part-time students. Additionally, it should be noted that these persistence-to-graduation statistics can be significantly impacted by changing employment status.

In addition, increased admissions requirements at universities and open-door admissions policies at two-year institutions have resulted in more students enrolling at two-year institutions who need moderate or extensive remedial or developmental coursework to prepare them for college-level work. Because of these factors, the methodology of calculating two-year college completion rates has been altered to allow for tracking students over six years after initial matriculation.

It must be recognized that completion statistics are, at best, estimates of the actual rates. Large numbers of students are not included in the cohort that is traced to completion. Those ignored by current calculations include any student who first enrolls as a part-time student (many of whom are employed) or any student who begins at an independent institution or an out-of-state institution and later transfers to a Tennessee public institution.

Figure 11: Persistence to Graduation (Percent)

	1987-93	1988-94	1989-95	1990-96	1991-97	1992-98	1993-99
Public Universities	43.28%	44.53%	46.06%	45.42%	44.19%	44.85%	45.52%
Public Two-Year Institutions	26.87%	26.34%	25.34%	25.86%	22.33%	22.17%	21.86%
Independent Institutions	52.30%	51.30%	51.65%	51.46%	53.68%	54.29%	*

* Pending due to changes in IPEDS form/scheduling

Figure 11 depicts completion statistics for public universities, two-year institutions, and independent institutions for the past six years. The public university persistence rate increased over the previous year. For public two-year institutions, there was a slight drop in the cohort persistence rate. Great care must be taken in interpreting graduation statistics, especially across different cohorts. It has been suggested that the reverse of these statistics can be regarded as a "drop-out" rate. That is not the case since graduation statistics are very limited in that they trace a particular cohort of students (full-time, first-time, degree-seeking) and trace them to completion. The statistics do not reflect other successful completions and/or transfers.

Completion rates for independent institutions, as shown in Figure 11, have increased to over 54% and compare favorably with national averages for such institutions. It should be noted that Vanderbilt University accounted for 20% of the independent cohort.

Much research has been done on factors that affect persistence-to-graduation rates. Among the most important factors are selectivity of admissions criteria, residence status of students, accessibility of faculty by students, and increased involvement of students in campus activities.

Figure 12: Persistence at Technology Centers

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Number	4,930	4,798	4,751	4,793	4,527	4,417	5,057	4,518
Percent	52%	54%	55%	58%	59%	62%	61%	62%

Figure 12 shows completion rates at the state's technology centers. There has been a fairly steady increase in their persistence rates since 1991-92. Appendix D presents detailed information by race for public universities and community colleges.

BEST COPY AVAILABLE

Much research has been done to determine factors which influence graduation rates, and one which seems to bear very strongly on these rates is an institution's ability to retain students from their initial enrollment as freshmen into their sophomore year. Most students who fail to graduate leave during the first year of college. Some of these students will return at a later date and these students are often successful at that stage. Figure 13 tracks student retention in Tennessee by identifying all full-time, first-time freshmen in Fall 1998 and identifying how many of that cohort were still enrolled in a public institution in Fall 1999. Almost three-quarters of the students in the initial cohort (first-time, full-time, degree-seeking) are enrolled at a public institution one year later.

Figure 13: Retention from Freshman to Sophomore Year

	Freshmen Fall 98	Return Fall 99	Return Percent
Public Universities	14,713	11,844	**80.50%**
Public Two-Year	8,774	5,240	**59.72%**
Totals	23,487	17,084	**72.74%**

Figure 14: Degrees and Other Awards from Tennessee Institutions, 1998-99

Institution Type	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Public Universities	35	390	13,936	740	4,829	148	466	**20,544**
Public Two Year	1,265	5,452						**6,717**
Public Total	1,300	5,842	13,936	740	4,829	148	466	**27,261**
Independent	15	410	7,780	668	2,134	370	258	**11,635**
Total	1,315	6,252	21,716	1,408	6,963	518	724	**37,996**

Figure 14 presents the numbers of graduates in public and independent colleges in the state for 1998-99. Appendices E, F, and G give detailed listing of awards by discipline area in state universities, two-year institutions, and technology centers. The data for independent institutions was compiled from the IPEDS Completions survey. It is important to note that independent colleges and universities in the state produce a number of professional degrees. These awards include professional degrees in Theology, which are not available at public institutions. Independent institutions accounted for 6.6% of associate degrees, 35.8% of bachelors degrees, 47% of professional degrees, 33.4% of masters/educational specialist degrees, 36% of doctoral degrees and 30.6% of all degrees awarded in 1998-99.

8. **By the year 2000, 75% of students completing university parallel degree programs at public community colleges will enroll in baccalaureate degree programs at state universities.**

Figure 15: Transfers of Community College University Parallel Majors

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Graduates	1,087	1,346	1,440	1,616	1,817	1,868	2,075	2,015	2,088
Fall Transfers	506	679	710	776	893	918	1,005	986	1022
Transfer Rate	46.55%	50.5%	49.3%	48.0%	49.1%	49.1%	48.4%	46.8%	48.9%

Figure 15 shows the rate of immediate transfer of community college graduates into the state universities since 1990-91. The state's twelve community colleges offer Associate of Arts and Associate of Science degrees, which are intended to prepare students for transfer into university level study. Referenced as university parallel programs, these accounted for only 27% of the total degrees and awards at two-year institutions in 1998-99. The tracking method currently in use to measure the success of these programs follows all two-year college graduates and identifies those who enroll at a state university during the fall term following their graduation. It must be recognized that a percentage of students in university parallel programs do not immediately enroll at a university following their graduation from a two-year college.

BEST COPY AVAILABLE

Complicating factors that can significantly impact these figures include local economic conditions and job opportunities of potential graduates. Another fact to be considered is that some students transfer without completing the two-year college program and receiving an associate degree. As shown in Figure 15, there has been a slight increase in the transfer rate of students who took advantage of the university parallel program since 1990.

The present generation of college students is far more mobile than were previous generations. It is not unusual for a student to attend two or more institutions before receiving a degree. The pattern of transfers is often pictured as occurring in only one direction, from two-year institutions to universities. However, it is increasingly common for students to transfer from a university to a two-year institution, often transferring back to the originating university or another institution at a later date. There are also other patterns including transfers between universities, transfers between two-year institutions, transfers between public and independent colleges, and out-of-state transfers. In any given fall term, between 10% and 15% of students who enroll in a Tennessee public institution were enrolled in another institution the previous year.

Figure 16: Transfers to Public Universities

From:	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change 1990-99
Public Two-Year	2,406	2,627	3,074	3,463	3,390	3,597	3,598	3,850	3,985	3,989	**65.57%**
Public Universities	1,303	1,346	1,296	1,361	1,302	1,746	1,192	1,147	1,248	1,252	**-4.22%**
Independent	957	815	984	776	766	768	724	687	641	590	**-38.35%**
Out-of-State	3,249	3,807	3,486	3,648	3,729	3,383	3,695	3,455	3,231	3,076	**-0.05%**
Totals	7,915	8,595	8,840	9,248	9,187	9,494	9,209	9,139	9,105	8,907	**12.53%**

Figure 16 shows the patterns of transfers to the state's public universities. In 1999, almost 10% of the total undergraduate enrollment at public universities were transfer students. There has been a 65% increase in transfers from public two-year institutions and a 38% decrease in transfers from Tennessee independent institutions since Fall 1990.

Figure 17: Transfers to Public Two-Year Institutions

From:	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change 1990-99
Public Universities	2,203	2,282	2,286	2,780	2,473	2,166	2,146	1,914	1,955	1,935	**-12.17%**
Public Two-Year	931	1,003	930	1,207	1,151	1,315	1,364	1,463	1,424	1,387	**48.98%**
Independent	693	690	661	769	723	648	643	596	544	522	**-24.68%**
Out-of-State	2,127	2,202	2,346	2,830	2,432	2,526	2,478	2,298	2,392	2,097	**-0.01%**
Totals	5,954	6,177	6,223	7,586	6,779	6,655	6,631	6,271	6,315	5,941	**-0.002%**

Figure 17 shows the patterns of transfers to public two-year institutions. Transfer students make up almost 8.0% of total enrollment. It is also significant that, in relation to total enrollment, almost one-third of all transfer students moving to a two-year institution come from four-year Tennessee public institutions. Both types of institutions accept a number of out-of-state transfer students each year. In all public institutions, out-of-state transfer students make up just over 34% of the total transfer enrollment. There has been a 49% increase in transfers among public two-year institutions and a slight decrease in transfers from out-of-state institutions to public two-year institutions since Fall 1990.

Figure 18: Transfers Between Independent and Public Two-Year Institutions

From	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	% Change 1991-99
Independent to 2-year	661	769	723	648	643	596	544	522	**-21.03%**
2-year to Independent	1,242	1,360	1,355	1,453	1,559	1,770	1,797	1,865	50.16%

BEST COPY AVAILABLE

There is also considerable transfer activity between the independent sector and public two-year institutions. Figure 18 shows that activity since 1991-92. In this period, transfers from two-year public institutions to independent institutions increased over 50%. Transfers from independent to two-year public institutions decreased during the same time period. Appendices H and I provide more detailed information on the transfer activity for Fall 1999 for public institutions.

9. By the year 2000, the racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.

Figure 19: Undergraduate Enrollment by Race for Public Institutions

Race	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1990-99
Black	21,881	24,280	25,936	26,498	26,646	26,887	27,884	28,240	29,115	29,835	**36.35%**
White	129,400	135,536	139,884	139,873	136,779	136,264	137,313	136,162	134,992	134,326	**3.81%**
Other *	3,678	4,066	4,588	4,799	4,941	6,594	6,047	6,500	6,765	7,287	**98.12%**

* Includes Asian, American Indian, Alaskan Native, Hispanic, and students who did not report a race

Enrollment of African-Americans in public institutions continues to increase. In 1999, there were 29,835 African-Americans enrolled as undergraduates and 2,697 enrolled as graduate or professional students. Figure 19 shows the undergraduate enrollment patterns by race since 1990. It can be seen that the percentage of African-American undergraduate students has risen from 14.1% in 1990 to 17.4% in Fall 1999. African-Americans account for 16.8% of the state's population. During that same period, the enrollment of White students has declined from 83.5% in 1990 to 78.3% in 1999.

Figure 20: Graduate & Professional School Enrollment by Race for Public Institutions

Race	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1990-99
Black	1,560	1,589	1,751	1,926	2,117	2,197	2,324	2,450	2,617	2,697	**72.88%**
White	16,460	16,734	17,556	18,442	18,571	18,499	18,734	18,334	17,957	17,396	**5.69%**
Other *	1,437	1,613	1,676	1,804	1,784	1,818	1,812	1,814	1,964	2,111	**46.90%**

* Includes Asian, American Indian, Alaskan Native, Hispanic, and students who did not report a race

Figure 20 indicates the growth in graduate and professional school enrollment since 1990 by race at public institutions. Enrollment of African-American students in these schools has increased from 8.0% in 1990 to 12.1% in 1999. Enrollment of White students has declined from 84.6% in 1990 to 78.3% in 1999. Other race enrollment (primarily Asian and Hispanic) has remained relatively steady at public institutions; less than 4% of undergraduate and around 8% of graduate and professional enrollment. Appendix J contains an analysis of African-American enrollment in public institutions since 1990.

Figure 21: Total Enrollment by Race for Independent Institutions

Race	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1990-99
Black	6,668	6,607	6,507	6,736	6,701	6,434	6,181	5,874	5,899	6,689	**0.3%**
White	35,120	35,663	35,398	36,163	36,959	37,630	37,982	38,552	38,703	39,413	**12.2%**
Other *	3,007	2,945	3,297	3,493	4,067	4,533	4,641	4,788	5,381	5,231	**73.9%**

** Includes Asian, American Indian, Hispanic, foreign-born and students who did not report a race

Note: Beginning in 1997, Knoxville College, a historically black institution, is not included.

Figure 21 shows a history of enrollment by race in independent institutions since Fall 1990. Enrollment of African-American students in the independent sector is comparable to that of public institutions. Over 12% of total Fall 1999 enrollment in independent

BEST COPY AVAILABLE

institutions is African-American. A fairly high proportion of that enrollment is in five historically Black institutions. Beginning in 1997, Black student enrollment figures reflect the exclusion of Knoxville College, a historically Black institution.

Figure 22: Technology Center Enrollment by Race

Race	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1992-1999
Black	3,155	3,139	3,091	3,231	3,104	3,421	3,411	3,890	**23.3%**
White	27,448	27,446	26,154	25,564	25,160	24,761	25,008	26,525	**-0.03%**
Other	327	385	423	420	435	595	575	620	**89.6%**

Enrollment of Black students in the technology centers, as shown in Figure 22, has increased 23.3% from 1992 to 1999. Enrollment of other race students that include Asian, American Indian, Hispanic, and students who did not report a race have increased over 89% since 1992.

10. **By the year 2000, rates of persistence to graduation will be the same for Blacks as for other racial groups.**

Figure 23: Persistence to Graduation by Race (Public Institutions)

		1986-92	1987-93	1988-94	1989-95	1990-96	1991-97	1992-98	1993-99	% Change
Universities	Black	27.80%	30.47%	31.42%	31.97%	34.68%	34.59%	35.47%	36.43%	**8.63%**
	White	45.96%	45.61%	47.39%	48.99%	47.61%	46.34%	46.81%	47.35%	**1.39%**
Two Year	Black	9.96%	13.22%	13.74%	12.90%	15.34%	11.13%	12.58%	11.37%	**1.41%**
	White	29.00%	30.00%	29.09%	28.08%	27.43%	24.86%	24.36%	24.42%	**-4.58%**

Figure 23 shows the persistence rates for six different cohorts starting with the 1986 cohort. The university persistence rate for African-American students has increased 8.63% since the 1986 cohort. At two-year institutions, there was a 1.41% increase in African-American student persistence compared to 1986. It is important to note that the persistence rate of African-American students has grown at more than three times the rate of White student persistence. White student persistence has remained relatively constant since the 1986 cohort with the two-year institutions experiencing a decline in recent years. These two phenomena combined have resulted in a reduction in the gap between African-American and White persistence-to-graduation rates.

BEST COPY AVAILABLE

Goal B: By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

Benchmarks:

1. **By the year 2000, the average ACT COMP scores of graduates of Tennessee's public universities will average 188.5.**

Figure 24: General Education Outcomes Averages

		1990-92	1993	1994	1995	1996	1997	1998	1999
ACT COMP	Tennessee	182.2	181.8	183.1	181.6	180.8	180.4	180.6	179.6
	Norm Group	183.1	180.1	180.1	180.1	181.9	181.9	181.9	181.9
COLLEGE BASE	Tennessee	--	306.4	308.0	310.3	309.4	309.3	305.6	305.4
	Norm Group	--	304.7	300.0	304.0	306.0	305.0	303.0	302.0

Figure 24 shows the general education outcome scores compared to the norm group for the two approved tests: ACT COMP (American College Testing College Outcomes Measures Program) and College Base (published by Riverside Publishing Company) since 1990. ACT COMP scores have declined slightly since 1992. For the College Base examinations, Tennessee institutions continue to be above the norm group. Appendix K provides scores for each institution on the ACT COMP or College Base for the past three years.

Additional reports that are related to this goal are presented in the appendices. They are:

Appendix L – This provides a comparison of the percentages of students accepted into institutions who applied for admission and the percentages of students admitted and enrolled under regular and alternative methods. In Fall 1999, Tennessee's public universities accepted a higher percentage of students from those who applied for admission than they did in 1998. In Fall 1999, 28,706 (74.9%) were accepted from the 38,343 who applied. In Fall 1998, 28,452 (75.9%) were accepted from the 37,472 who applied for admission. Alternative admissions were slightly lower compared to 1998. In Fall 1999, 1,060 students (3.7.8%) were accepted through alternative means. In Fall 1998, 1,095 (3.8%) were accepted through this method.

Appendix M – This indicates average ACT scores of entering students for each institution. These scores are taken from ACT reports and reflect the average entering score for all students who took the ACT Examination and who were accepted by the institution in Fall 1999.

Appendix N – This indicates the numbers and percentages of students enrolled in remedial and developmental courses. Reports on remedial and developmental coursework can sometimes be subject to misinterpretation since they do not separate the student who merely needs one course, perhaps a writing course or a refresher math course, from the student who needs significant course work in order to be fully ready to begin college work. In the three rightmost columns of Appendix N an attempt is made to look only at students who need significant help; that is, who are taking more than one remedial or developmental course. Other columns in Appendix N also contain relevant information. The total number of students enrolled in remedial or development coursework from 1997 through 1999 are found in the fifth, sixth, and seventh columns of the chart. In all institutions, the total percentage of students enrolled in any amount of remedial or developmental coursework has declined from 51.9% in 1996 to 50.1% in 1999. Since 1990, the percentage of students needing significant remedial or developmental coursework has declined over 7%. This percentage means that almost 2,000 fewer first-time freshmen enrolled in remedial or development coursework in Fall 1999 compared to Fall 1990.

BEST COPY AVAILABLE

Appendix O shows the need for remedial or developmental coursework of students 18 years of age or younger. These are students who graduated only three months before matriculation into college. Figure 25 is a summary of data in Appendix O. It should be noted that almost three-quarters of recent high school graduates needed no remedial or developmental coursework. In all institutions, less than 3% of students were taking only remedial coursework, 29.32% were taking only developmental coursework and 7.84% were taking a mix of remedial/developmental courses.

Figure 25: Need for Remedial or Developmental Coursework of 1999 High School Graduates

	Taking No R&D	Taking Only Developmental	Taking Only Remedial	Taking Mix of R&D
Universities	72.87%	23.41%	1.20%	2.52%
Two-Year Institutions	33.43%	41.83%	5.64%	19.10%
All Levels	60.21%	29.32%	2.63%	7.84%

2. **By the year 2000, passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.**

Figure 26 includes national licensure examination pass rates for 1997 through 1999 at public universities. The percentages shown in this figure are weighted averages of the information found in Appendix P. It should be noted that the cut-off scores for these examinations can change over time as well as the test content and/or structure which makes comparisons across years difficult. In most cases, at least 85% of test takers passed these national examinations. Passing these exams is required for practicing in these professions. The national pass rate for the nursing exam was 87.8%; for the engineering exam it was 69%. The national norms for many of these tests are no longer being published.

Figure 26: National Licensure Examinations Pass Rates

	1997		1998		1999	
Licensure Exam	Number	Percent	Number	Percent	Number	Percent
Medical Technology	34	87.8%	24	91.8%	22	91.0%
Dental Hygiene	62	95.1%	70	89.9%	59	91.5%
Engineering	615	77.4%	683	74.7%	531	77.4%
Nursing	508	91.0%	674	90.4%	448	90.3%
Law *	--	--	337	84.9%	290	84.8%
Dentistry	81	99.0%	74	100.0%	69	100.0%
Pharmacy	68	98.5%	71	100.0%	98	99.0%
Physical Therapy	88	97.7%	99	90.9%	96	92.7%
Medical Step I	223	94.6%	216	93.5%	211	89.9%
Medical Step II	206	97.3%	220	95.[illegible]%	180	95.6%
Medical Step III	190	97.3%	193	93.5%	192	95.7%

* Due to changes in testing agency procedures, complete scores for 1997 are not available

3. **By the year 2000, 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.** (See Goal A, Benchmark 8 for data concerning transfer rates.)

4. **By the year 2000, rates of transfer from public community colleges to state universities in Tennessee will be the same for Blacks as for other racial groups.**

Figure 27 reveals transfer rates for African-American students who took advantage of the university parallel program and transfer rates for the total population of students who took advantage of this program. In 1990-91, only 26 African-American graduates of two-year institutions' university parallel programs transferred to universities. These 26 students represented only 29% of two-year college graduates who subsequently transferred. In 1999, 107 students representing 50.2% of African-American graduates transferred from university parallel programs.

BEST COPY AVAILABLE

Figure 27: Transfer Rates by Race-University Parallel Majors-Community Colleges

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Black Only									
Graduates	90	120	137	161	193	229	256	216	213
Fall Transfers	26	56	65	56	81	104	102	101	107
Transfer Rate	28.89%	46.67%	47.45%	34.78%	41.97%	45.41%	39.84%	46.8%	50.2%
Total									
Graduates	1,087	1,346	1,440	1,616	1,817	1,868	2,075	2,105	2,088
Fall Transfers	506	679	710	776	893	918	1,005	986	1022
Transfer Rate	46.55%	50.45%	49.30%	48.02%	49.15%	49.14%	48.43%	46.8%	48.9%

5. **By the year 2000, a Superior Teaching Program will be fully funded and implemented across the state.** (See Goal F, Student Financial Aid section for available award programs.)

6. **By the year 2000, cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.**

Figure 28: Expenditures on Books

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	% Change 1993-1999
Volumes Added	147,047	143,057	163,020	147,003	145,790	138,124	**-6.10%**
Expenditures on Books (X 1000)	$6,863	$8,108	$7,584	$8,599	$7,870	$8,623	**25.64%**

A very important indicator of an institution's commitment to currency in its library collection is the number of volumes purchased in a given year. Figure 28 compares the number of volumes added to collections in 1993-94 with those added during the past years in all public colleges and universities in the state. Volumes added have declined in 1998-99 while expenditures increased over 1996-97. One factor that may contribute to reduced book volume is the increased use of technology (e.g., electronic databases, web-based research resources) on campuses.

Other Benchmarks of Quality

Figure 29: Accreditation

	Accreditable	Accredited	% Accredited
Universities	365	356	**97.53%**
Two-Year Institutions	80	80	**100.00%**

One important area is the accreditation of academic and professional programs. Figure 29 reports the status of accreditation of specialized programs in public institutions. Appendices Q and R list accreditation by discipline for all public higher education institutions. All specialized programs at two year institutions are accredited; 98% of these programs are accredited at public universities.

Job placement rates for vocational programs at Tennessee's two-year colleges and technology centers may be found in Appendix S. Two-year institutions had a 92% placement rate for 1998-99. Technology Centers had an 86% placement rate for 1998-99.

Legislation requires that this report present the numbers of students enrolled at correctional institutions. In Fall 1999, there were 54 students enrolled at sites identified as correctional institutions. This number represents less than one-half of one percent of the total enrollment. It cannot be said with assurance that all these students are inmates since guards and other correctional employees may also enroll in these courses.

BEST COPY AVAILABLE

Figure 30 reports the percentage of lower-division courses taught by various faculty for 1998-99. Full or part-time faculty taught most courses with 79.5% at University of Tennessee campuses, 81% in Tennessee Board of Regents universities, and 95.7% in two-year institutions. A report by institution can be found in Appendix V for all public universities and community colleges. These rates have not changed much in recent years.

Figure 30: Percent of Courses Taught by Various Faculty

	Full-Time Faculty	Part-Time Faculty	Grad Asst	Other Staff
TBR Univ.	56.7%	22.8%	14.3%	6.2%
Univ. of TN	62.6%	19.1%	15.4%	2.1%
TBR Two-Year	54.7%	41.0%	0.0%	4.2%

Goal C: By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.

Benchmarks:

1. **By the year 2000, 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number, 396 (22%) will be Black.**

Figure 31: Teacher Education Completers

		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	% Change 1990-98
Public	Total	1,379	1,799	1,571	1,448	1,356	1,571	1,605	1,731	**25.52%**
	Black	54	61	78	79	79	123	123	141	**161.11%**
Independent	Total	883	891	846	746	816	861	1,007	1,071	**21.29%**
	Black	37	43	36	39	48	37	34	41	**10.89%**
Total	Total	2,262	2,690	2,417	2,194	2,172	2,432	2,612	2,802	**23.87%**
	Black	91	104	114	118	127	160	157	182	**100.00%**

Figure 31 is a report on teacher education completers since 1990-91. This table does not include persons seeking graduate degrees but does include all baccalaureate program completers and those completing teacher education requirements who already possess a degree. At public institutions, there has been a 25.5% increase in the number of completers compared to 1990-91. African-American completers have increased substantially since 1990-91 at public institutions. At independent institutions, there has been a 21.3% increase in the number of completers and a 10.9% increase in African-American completions. Approximately 38% of teacher education program completers were from independent institutions.

2. **By the year 2000, 95% of teacher education graduates in Tennessee's public universities will pass the NTE or an equivalent examination.**

Figure 32: National Teacher Exam (NTE) Pass Rate

		1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Public	No. Passed	1,640	1,486	1,668	1,676	1,608	1,521	1,727	1,704	1,716	1,708
	% Passing	96.59%	94.68%	87.61%	91.99%	94.81%	95.17%	95.68%	98.38%	95.12%	96.02%
Independent	No. Passed	742	855	912	841	798	780	879	907	876	938
	% Passing	89.83%	96.84%	87.17%	92.93%	95.11%	93.08%	95.11%	95.47%	95.84%	95.91%

Note: pass rate declined in 91-92 due to changes in cut-off scores.

Figure 32 contains statistics concerning pass rates on the National Teacher Exam (PRAXIS). The apparent drop in pass rates from 1990-91 to 1991-92 is due to changes in state policy which raised the cut-off scores for passing the exam. A total of 2,646 students successfully completed the PRAXIS examination in 1998-99.

Goal D: By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.

Benchmarks:

1. **Expenditures on research at universities from restricted accounts will reach $230,000,000 by the year 2000.**

Figure 33: Research Expenditures at Public Universities

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	% Change 1992-1999
Expenditures (X 1000)	$111,455	$117,770	$114,635	$116,494	$118,220	$118,162	$126,789	13.8%
Adjusted for Inflation *	$111,455	$115,179	$108,903	$107,524	$106,280	$103,746	$109,165	-2.0%

* Adjusted to reflect 1992 constant dollars

Figure 33 contains data showing growth in research expenditures at public universities. The increase in 1998-99 over 1992-93 was almost 13.8%. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education. However, it should be noted that, after adjusting for inflation, there has been little change in expenditures. Changes in federal appropriations to specialized research programs can significantly impact these trends.

2. **Expenditures on public service at universities from restricted accounts will reach $43,000,000 by the year 2000.**

Figure 34: Public Service Expenditures

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	% Change 1992-1999
Expenditures (X 1000)	$38,539	$40,112	$43,884	$47,115	$46,174	$43,954	$48,922	26.94%
Adjusted for Inflation *	$38,539	$39,230	$41,690	$43,487	$41,510	$38,592	$42,122	9.29%

* Adjusted to reflect 1992 constant dollars

Figure 34 shows the growth in public service expenditures since 1992-93. Growth of expenditures during this period has exceeded that of research expenditures. These expenditures are from grants and other private sources and do not include money from state appropriations for higher education. It should be noted that, after adjusting for inflation, there has been a recent decline in public service expenditures.

Figure 35: Research and Public Service Expenditures, Independent Institutions

Expenditures (X 1000)	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	% Change 1992-1997
Research	$78,968	$85,063	$93,793	$95,369	$98,759	$125,242	58.60%
Public Service	$57,927	$65,468	$76,175	$80,242	$104,259	$115,666	99.67%

Tennessee's independent colleges and universities play an important part in research and public service. Figure 35 depicts expenditures for research and public service for all independent institutions since 1991-92. As in the public sector, growth of expenditures in public service has exceeded that of research. The expenditure of research and public service efforts is not evenly distributed across all institutions in the independent sector; the bulk of the expenditures occurs at three institutions: Vanderbilt University, Meharry Medical College, and Southern College of Optometry.

BEST COPY AVAILABLE

Goal E: By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.

Benchmarks:

1. **By the year 2000, faculty salaries at Tennessee public institutions will be above those of their peers in other states.**

Figure 36 gives 1998-99 salary comparisons with peer institutions. The composition of peer groups underwent a major review and revision in 1994. In this review, 10 peer institutions were selected for these four groups/institutions based on a number of objective criteria. Peer institutions were limited to the 15 member states of the Southern Regional Education Board (SREB). For 1998-99, average salaries of Tennessee public institutions are below their peers.

Figure 36: 1998-99 Salary Comparisons

	Average Salary	Peer Average	% of Peer
Univ. of Tennessee, Knoxville	$59,286	$63,901	92.78%
University of Memphis	$51,478	$57,839	89.00%
All Other Universities	$47,004	$49,240	95.46%
All Two-Year Institutions	$36,064	$40,383	89.30%

Figure 37: Percentage Comparisons

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Univ. of Tennessee, Knoxville	90.10%	94.90%	93.82%	98.73%	95.48%	96.58%	93.45%	92.78%
University of Memphis	94.30%	96.44%	92.48%	100.83%	93.18%	93.29%	91.19%	89.00%
All Other Universities	95.80%	100.97%	95.58%	106.27%	100.07%	99.98%	97.48%	95.46%
All Two-Year Institutions	98.50%	98.88%	99.39%	105.55%	96.69%	97.40%	94.86%	89.30%

Figure 37 shows percentage comparisons in faculty salaries since 1991-92. Caution should be exercised in comparing percentages across years, due to the changes in the makeup of the peer group composite. While there was some early progress, there has been a decline in recent years in faculty salaries among Tennessee public institutions relative to their peers. This decline can significantly impact the recruitment of new faculty and the retention of existing faculty.

BEST COPY AVAILABLE

Goal F: By the year 2000, Tennessee's higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of *Tennessee Challenge 2000.*

Benchmarks:

1. **By the year 2000, Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.**

Figure 38: State Appropriations for Higher Education

1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
$676,442,900	$758,406,200	$825,932,300	$880,032,200	$904,276,979	$906,661,100	$909,845,000	$967,968,600

Tennessee's public higher education institutions have always worked diligently to merit the confidence placed in them by the citizens of Tennessee and their elected representatives. An example of Tennessee's commitment to higher education can be found by examining the changing state appropriation for higher education. Figure 38 is based on the latest available data from the Department of Finance and Administration. Tennessee's General Assembly continues to support higher education. In a national study, Tennessee was found to be second in the nation in the percentage increase in state spending for higher education over the years 1991 and 1992. In more recent years, the percentage of state appropriations for higher education has declined from 19.7% to 15.1% of total appropriations.

Financial Health of Independent Colleges and Universities

Figure 39: Key Financial Ratios, Independent Colleges

Year	Net Revenue Ratio	Tuition & Fees Contribution Ratio	Gifts and Grants Ratio	Instructional Cost Ratio
1987-88	-0.02%	44.95%	15.48%	29.63%
1988-89	2.19%	45.38%	14.80%	28.73%
1989-90	0.15%	45.52%	13.53%	33.11%
1990-91	1.79%	46.17%	13.25%	32.90%
1991-92	1.84%	45.50%	13.17%	33.57%
1992-93	1.07%	46.33%	12.81%	31.75%
1993-94	-0.22%	47.14%	12.05%	32.65%
1994-95	0.76%	48.26%	12.50%	33.34%
1995-96	6.84%	46.62%	11.47%	32.65%

* 1997-99 pending due to changes in IPEDS reporting.

The financial health of independent colleges and universities is critical to these institutions' continued contributions to higher education in Tennessee. Figure 39 presents four key financial ratios that are used to evaluate the financial health of higher education institutions. The first of these, the net revenue ratio, is calculated by subtracting the total current expenditures from the total current fund revenues and dividing the result by the total current expenditures. A positive ratio of one to three percent over a three to five year trend line indicates a strong financial condition. This ratio has hovered around 1 percent until 1995-96 when there was a large increase in the ratio.

The second ratio, tuition and fees contribution, is calculated by dividing total tuition and fee revenue by total educational and general expenditures. Ideally, this ratio should decline over the long term as gifts and endowments are developed to contribute to educational and general expenditures. A dramatic rise in this index might signal an over-reliance on tuition revenue to support the institution. Most liberal arts colleges with small endowments maintain a ratio of between 70 and 80 percent on this index. There was a decline in this ratio in 1995-96.

The third ratio, gifts and grants, results from dividing the revenue from private gifts and grants by total educational and general expenditures. Most liberal arts colleges with small endowments range between 10% and 15% on this index. Falling below 10% is a sign of an

BEST COPY AVAILABLE

over-dependency on tuition revenue. The decline in the gifts and grants ratio in Tennessee is reflective of a decrease in support from private sources at many independent institutions, over the last six years. It is likely that this decrease was a result of the downturn in the economy in earlier years. In more recent times, the downturn is reflective of the increasing competition for private gifts and grants from a variety of sources.

The fourth ratio, instructional cost, is calculated by dividing the direct expenditures for instruction by total educational and general expenditures. This index reflects an institution's ability to maintain academic quality through its shifting of resources to support the instructional program over a given time period. This should be a relatively stable index. Colleges seeking to strengthen their academic quality should be increasing their instructional cost ratio as time passes. Most liberal arts colleges with small endowments maintain a ratio on this index of 30% to 40%. In Tennessee, more campus resources have been shifted to faculty salaries and instructional materials to continue the institutions' emphasis on teaching. This ratio declined in 1995-96.

A chart detailing the figures used in these calculations is found in Appendix T.

Declared Enrollment Capacity of Independent Institutions

A survey of independent institutions conducted by the Tennessee Independent Colleges and Universities in Fall 1998 requested campus administrators to estimate their enrollment capacity. The resulting composite figure was 52,418 FTE. Since the total FTE enrollment of independent institutions in Fall 1998 was 40,965, the resulting difference is 11,453 students. A complete listing of the institutional estimates and the supporting data is found in Appendix U. At some institutions, the declared capacity would result in doubling the student-to-faculty ratio and in others the declared capacity would result in a dramatic reduction in the ratio of students to available instructional space.

Of the independent institutions' 25,725 spaces in residence halls available in Fall 1998, 22,640 were in use. This left 3,085 spaces vacant, a vacancy rate of 11.99%.

Student Financial Aid

Tennessee Student Assistance Award Program - Figure 40 is an analysis of the distribution of funds ($20,647,769) under the Tennessee Student Assistance Award for 1999-00.

Figure 40: Tennessee Student Assistance Awards, 1999-00

Category of Institutions	Fall 1999 Undergraduate Enrollment	Number of Awards	% Receiving Awards	% of Total Awards	Total Amount of Awards	% of Total Amount	Average Award
Independent Institutions	40,274	3,001	7.45%	16.69%	$8,026,490	38.87%	$2,675
Public Two-Year	75,964	4,146	5.46%	23.05%	1,844,990	8.94%	445
Public four-year	94,908	9,486	9.99%	52.75%	9,802,382	47.47%	1,033
Technology Centers	31,035	577	1.86%	3.21%	121,101	0.59%	210
Other		733		4.30%	852,806	4.13%	1,103
Totals - as of 01/12/2000		17,983		100.00%	$20,647,769	100.00%	$1,148

On May 31, 1993, Governor McWherter signed a bill of the General Assembly titled "The Tennessee Student Assistance Awards Restoration Act." The stated purpose of this act was "to restore the value of the Tennessee Student Assistance Award maximum grant to approximate its value in 1981 constant dollars, and to provide financially needy students enrolled at Tennessee independent colleges and universities with a state grant of sufficient size to reduce the impact of institutional price on their higher education enrollment decision." The Act linked the maximum award under TSAA to 50% of the average amount of

out-of-state tuition and fees charged by public four-year institutions. In May 1996, the General Assembly appropriated $2.75 million for this purpose in 1996-97. Figure 40 provides an overview of student enrollment in Tennessee post-secondary institutions for 1998-99 and the distribution of TSAA awards and funds. Private independent institutions enrolled 16.69% of TSAA recipients (3,001 students) and 38.87% of TSAA funds, thanks in part to the "Restoration Act," which allowed the average award to increase to $2,675. Figure 41 is a study of trends in the distribution of TSAA awards and funds since 1990. The number of student awards at private independent institutions in 1998-99 continued to show a steady decline--a drop of 3.1% since 1991-92. Numbers of recipients attending public universities have remained rather consistent, but state community colleges and technology centers have increased their participation—up by 4.8% and 1.4%.

Figure 41: Tennessee Student Assistance Awards, 1991-92 to 1998-99

	Percentage of Numbers of Awards								% Change
Category of Institutions	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1991-1999
Independent Institutions	18.2%	18.0%	17.5%	16.4%	16.6%	16.7%	16.0%	16.7%	-1.5%
Public Two-Year	21.2%	22.1%	24.1%	26.7%	25.6%	25.8%	23.8%	23.1%	1.9%
Public Four-Year	55.1%	54.8%	54.4%	52.2%	52.8%	51.7%	53.3%	52.7%	-2.4%
Technology Centers	1.3%	1.2%	1.2%	1.6%	2.0%	2.2%	2.9%	3.2%	1.9%
Other	4.2%	3.9%	2.9%	3.1%	3.0%	3.7%	4.0%	4.3%	0.1%

	Percentage of Dollar Amount of Awards								% Change
Category of Institutions	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1991-1999
Independent Institutions	33.5%	31.7%	35.9%	38.6%	36.8%	38.2%	34.4%	38.9%	5.4%
Public Two-Year	9.2%	9.9%	10.0%	10.9%	10.7%	10.5%	9.7%	8.9%	-0.3%
Public Four-Year	50.9%	53.0%	50.3%	46.7%	48.7%	46.9%	50.9%	47.5%	-3.4%
Technology Centers	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.5%	0.6%	0.5%
Other	6.3%	5.4%	3.7%	3.7%	3.6%	4.1%	4.5%	4.1%	-2.2%

Ned McWherter Scholars Program This program encourages academically talented Tennessee high school graduates to attend college in Tennessee. Applicants for the scholarships must have at least a 3.5 unweighted cumulative grade point average and be in the top 5% of scores on national college entrance tests. The total award is $6,000 per year. Of this amount, half comes from state funds and half from the institution that enrolls the student. The student must attend college full-time and maintain a 3.2 cumulative grade point average to remain eligible for the award. Figure 42 shows the institutions in which recipients of the grants were enrolled in 1998-99. Approximately 35% of these awards went to students enrolled in independent institutions.

Figure 42: Ned McWherter Scholars Program (Total of 213 recipients in 1998-99)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	3	Rhodes College	12
Belmont University	1	Tennessee Technological University	15
Carson-Newman College	3	Tennessee Wesleyan	1
Christian Brothers University	1	Union University	1
David Lipscomb University	5	University of Memphis	7
East Tennessee State University	6	University of the South	2
Lambuth University	1	University of Tennessee, Chattanooga	4
Maryville College	2	University of Tennessee, Knoxville	98
Middle Tennessee State University	5	Vanderbilt University	46

BEST COPY AVAILABLE

Tennessee Teacher Loan/Scholarship Program - The Teacher Loan/Scholarship Program was authorized by the Comprehensive Education Reform Act of 1984 to encourage outstanding students to enter the teaching profession and to allow existing teachers to retrain in an academic area in which there was a shortage of teachers. Until the 1995-96 academic year, these forgivable loans were available to Tennessee residents who agreed to teach in the Tennessee public K-12 schools upon graduation. This program is now in phase out, and currently is available only to prior recipients of the awards. Figure 43 shows the institutions in which these prospective teachers were enrolled in 1998-99. Approximately 22% of these students were enrolled in independent institutions. Awards for the 1998-99 academic year totaled $43,904 for 18 renewal applicants.

Figure 43: Tennessee Teacher Loan/Scholarship Program (Total of 18 recipients in 1998-99)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	1	University of Memphis	1
Carson-Newman College	2	Univ. of Tennessee, Knoxville	6
Middle Tennessee State University	1	Univ. of Tennessee, Martin	3
Milligan College	1	Union University	1
Tennessee Technological University	2		

Minority Teaching Fellows Program - This program was established to encourage talented minority Tennesseans to select teaching as a career choice. The award is $5,000 per year and a maximum of $20,000 over 4 years. Recipients incur an obligation to teach in a Tennessee public school one year for each year of the award. Figure 44 shows the institutions in which these prospective teachers were enrolled in 1998-99. Approximately 14% of these students were enrolled in independent institutions.

Figure 44: Tennessee Minority Teaching Fellows Program (Total of 107 recipients in 1998-99)

Institution	Number of Students	Institution	Number of Students
Austin Peay State University	6	Tennessee State University	12
Carson-Newman College	1	Tennessee Technological University	1
Christian Brothers University	5	Tusculum College	2
Columbia State Community College	1	University of Memphis	16
East Tennessee State University	1	University of Tennessee, Chattanooga	8
Lane College	1	University of Tennessee, Knoxville	15
Lee University	1	University of Tennessee, Martin	16
LeMoyne-Owen College	2	Vanderbilt University	2
Maryville College	1	Volunteer State Community College	1
Middle Tennessee State University	15		

Teacher Loan Program for Disadvantaged Areas of Tennessee - This program was authorized by the Tennessee General Assembly as an incentive for outstanding students to enter teaching. Until the 1995-96 academic year, these forgivable loans were available to a maximum of 20 students who agreed to teach in a public K-12 school located in a disadvantaged geographic area of the state. This program has been phased out. No awards were made in 1998-99.

Tennessee Teaching Scholars Program - This program was established by the Tennessee General Assembly in 1995 to encourage exemplary students to enter the teaching force. Participation in this program is limited to college juniors, seniors, and post-baccalaureate students admitted to a state approved teacher education program in Tennessee. Recipients of these awards incur an obligation to teach one year in a Tennessee public school for each year the award is received, or repay the loan with substantial interest. In 1998-99, the

BEST COPY AVAILABLE

program awarded $369,000 to 134 students. Figure 45 shows the institutions in which these prospective teachers were enrolled for the 1998-99 academic year. Approximately 33% of these students were enrolled in independent institutions.

Figure 45: Tennessee Teaching Scholars Program (Total of 134 recipients in 1998-99)

Institution	Number of Students	Institution	Number of Students
Aquinas College	1	Maryville College	4
Austin Peay State University	3	Middle Tennessee State University	4
Belmont University	2	Rhodes College	1
Bryan College	1	Tennessee State University	4
Carson-Newman College	6	Tennessee Technological University	12
Christian Brothers University	3	Tennessee Wesleyan College	3
Crichton College	1	Trevecca Nazarene University	1
Cumberland University	1	Tusculum College	3
David Lipscomb University	3	Union University	3
East Tennessee State University	1	University of Memphis	15
Free Will Baptist Bible College	1	University of Tennessee, Chattanooga	2
Freed-Hardeman University	1	University of Tennessee, Knoxville	47
LeMoyne-Owen College	1	University of Tennessee, Martin	2
Lincoln Memorial University	2	University of The South	3
Martin Methodist College	2	Vanderbilt University	1

Contract Education Program - Tennessee contracts with independent colleges and universities within the state to provide spaces for Tennessee residents in programs that are needed by the state and which are not available in public institutions. Some of these spaces are provided through the Southern Regional Education Board's Regional Contract-for-Services Program and others are contracted directly with institutions. Figure 46 shows the trends for the schools in Tennessee that participate in the Contract Education Program, the numbers of positions contracted for, and the total amount of contracted services. The total number of positions has declined from 182 in 1995-96 to 166 in 1999-00. This decline has been due to across the board cuts in these programs as a result of reduced state appropriations. Since 1991-92, total funding for this program has declined.

Figure 46: Contract Education Program

	1995-96		1996-97		1997-98		1998-98		1999-00	
Independent Institution	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount
John A. Gupton College	20	$36,620	20	$36,620	20	$35,012	20	$36,600	20	$36,600
Maryville College	2	$8,736	2	$9,434	2	$9,020	2	$9,430	2	$9,430
Meharry Medical College	83	$1,457,772	83	$1,471,012	80	$1,407,223	80	$1,439,470	78	$1,430,195
So. College of Optometry	69	$493,350	65	$481,000	60	$459,876	60	$468,000	59	$473,475
Vanderbilt University	8	$52,706	8	$53,690	7	$41,207	4	$40,000	2	$20,000
Totals	182	$2,049,184	178	$2,051,756	171	$1,952,338	166	$1,993,500	166	$1,969,700

BEST COPY AVAILABLE

Appendices

A Fall Enrollment

B Enrollment Trends

C Graduate and Professional School Enrollment

D Persistence-to-Graduation by Institution

E Degrees and Awards: Public Universities

F Degrees and Awards: Public Two-Year Institutions

G Awards: Technology Centers

H Transfers into Public Universities

I Transfers into Public Two-Year Institutions

J Enrollment of African-American Students in Public Institutions

K ACT COMP and College Base Scores

L Admissions Data

M Average Entering ACT Scores

N Numbers and Percentages of Students in Developmental Courses

O Recent High-School Graduates in Developmental Courses

P Licensure Scores in Public Universities

Q Accreditation (by institution and discipline): Universities

R Accreditation (by institution and discipline): Two-Year Institutions

S Job Placement Rates at Public Two-Year Institutions & Technology Centers

T Key Financial Ratios, Independent Institutions

U Declared Enrollment Capacity Data, Independent Institutions

V Percentage of Lower-Division Courses Taught by Various Faculty

Appendix A

Fall 1999 Enrollments

Public Universities	Undergraduate	Graduate & Prof.	Total
Austin Peay State University	6,985	455	7,440
East Tennessee State University	9,403	2,020	11,423
Middle Tennessee State University	17,037	1,956	18,993
Tennessee State University	7,277	1,559	8,836
Tennessee Technological University	7,043	1,541	8,584
University of Memphis	15,428	4,434	19,862
University of Tennessee, Chattanooga	7,216	1,388	8,604
University of Tennessee, Knoxville	20,259	6,185	26,444
University of Tennessee, Martin	5,385	356	5,741
University of Tennessee, Memphis	244	1,871	2,115
Subtotal	96,277	21,765	118,042
Public Two-Year Institutions			
Chattanooga State Technical Community College	8,162		8,162
Cleveland State Community College	3,260		3,260
Columbia State Community College	4,299		4,299
Dyersburg State Community College	2,153		2,153
Jackson State Community College	3,869		3,869
Motlow State Community College	3,388		3,388
Northeast State Technical Community College	4,070		4,070
Nashville State Technical Institute	7,402		7,402
Pellissippi State Technical Community College	7,902		7,902
Roane State Community College	5,363		5,363
Shelby State Community College	4,406		4,406
State Technical Institute at Memphis	8,635		8,635
Volunteer State Community College	6,655		6,655
Walters State Community College	5,607		5,607
Subtotal	75,171		75,171
Grand Total	**171,448**	**21,765**	**193,213**

BEST COPY AVAILABLE

Fall 1999 Enrollments (continued)

Independent Institutions	Undergraduate	Graduate & Prof.	Total
Aquinas College	395	0	395
Belmont University	2,521	505	3,026
Bethel College	726	46	772
Bryan College	551	0	551
Carson-Newman College	1,946	259	2,205
Christian Brothers University	1,497	389	1,886
Crichton College	911	0	911
Cumberland University	935	380	1,315
David Lipscomb University	813	73	886
Fisk University	333	0	333
Free Will Baptist College	1,420	411	1,831
Freed-Hardeman University	468	0	468
Hiwassee College	80	0	80
John A. Gupton College	494	90	584
Johnson Bible College	587	0	587
King College	987	0	987
Lambuth University	666	0	666
Lane College	3,155	104	3,259
Lee College	974	39	1,013
Lemoyne-Owen College	875	826	1,701
Lincoln Memorial University	2,317	187	2,504
Martin Methodist College	550	0	550
Maryville College	1,001	0	1,001
Meharry Medical College	184	716	900
Memphis College of Art	236	54	290
Milligan College	796	118	914
Rhodes College	1,499	11	1,510
Southern College of Optometry	0	481	481
Southern Adventist University	1,707	74	1,781
Tennessee Wesleyan College	835	0	835
Trevecca Nazarene College	1,004	611	1,615
Tusculum College	1,285	277	1,562
Union University	2,000	368	2,368
University of the South	1,332	106	1,438
Vanderbilt University	5,885	4,242	10,127
Grand Total	**40,965**	**10,367**	**51,332**

Appendix B

Total Headcount Enrollment

Ten-Year Trend

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1990	174,416	79.57%	44,795	20.43%	219,211
1991	183,386	80.22%	45,215	19.78%	228,601
1992	191,548	80.91%	45,202	19.09%	236,750
1993	193,342	80.65%	46,392	19.35%	239,734
1994	190,838	79.99%	47,727	20.01%	238,565
1995	192,259	79.82%	48,597	20.18%	240,856
1996	194,114	79.91%	48,804	20.09%	242,918
1997	193,527	79.73%	49,214	20.27%	242,741
1998	193,410	79.46%	49,983	20.54%	243,393
1999	193,652	79.05%	51,332	20.95%	244,984

Headcount Enrollment of Tennessee Residents

Five Year Trend

Year	Public Institutions	% of Total	Independent Institutions	% of Total	Total Enrollment
1995	174,099	87.74%	24,326	12.26%	198,425
1996	175,540	87.30%	25,536	12.70%	201,076
1997	175,466	88.20%	23,467	11.80%	198,933
1998	174,292	87.10%	25,809	12.90%	200,101
1999	174,113	87.14%	25,697	12.86%	199,810

Appendix C

Graduate and Professional School Enrollment in Public Universities

Area:	1991	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1990-1999
Business	2,180	2,181	2,304	2,380	2,429	2,496	2,578	2,662	2,719	33.55%
Education	4,101	4,315	4,627	4,677	4,835	4,991	5,172	5,340	5,211	24.34%
Computer Science & Engineering	1,782	1,855	1,879	1,854	1,671	1,569	1,483	1,466	1,487	-15.27%
Allied Health & Medical Fields	2,362	2,586	2,730	2,777	2,795	2,822	2,960	2,978	3,066	39.49%
Law	879	870	897	916	945	923	995	945	911	1.11%
Mathematics & Science	1,267	1,314	1,392	1,463	1,445	1,396	1,442	1,410	1,351	9.75%
All Others	7,365	7,862	8,343	8,405	8,394	8,673	7,995	7,737	7,459	4.39%
Totals	19,936	20,983	22,172	22,472	22,514	22,870	22,625	22,538	22,204	14.12%

Appendix D

Persistence to Graduation at Public Institutions

Universities	1992-1998			1993-1999		
	Black	White	Total[1]	Black	White	Total[1]
Austin Peay State University	38.57%	41.95%	41.50%	33.95%	39.27%	37.71%
East Tennessee State University	28.95%	39.78%	38.68%	21.43%	38.63%	37.43%
Middle Tennessee State University	29.45%	39.61%	38.06%	31.95%	40.35%	38.98%
Tennessee State University	38.57%	29.58%	37.72%	41.22%	28.75%	40.05%
Tennessee Technological University	36.84%	49.96%	49.33%	43.90%	51.70%	51.46%
University of Memphis	30.31%	35.53%	34.86%	30.85%	37.46%	36.13%
University of Tennessee, Chattanooga	41.74%	47.20%	46.48%	32.41%	48.06%	45.70%
University of Tennessee, Knoxville	45.41%	60.36%	59.17%	46.55%	61.52%	60.54%
University of Tennessee, Martin	29.84%	44.27%	40.81%	38.78%	45.70%	44.17%
Overall Averages	35.47%	46.81%	44.85%	36.43%	47.35%	45.42%

[1] Totals also include students of other races than White or African-American.

Two-Year Institutions	1992-1998			1992-1998		
	Black	White	Total[1]	Black	White	Total[1]
Chattanooga State Technical Community College	10.06%	18.35%	16.74%	6.11%	20.60%	18.33%
Cleveland State Community College	4.88%	26.80%	24.95%	7.69%	24.43%	23.58%
Columbia State Community College	13.73%	33.55%	31.44%	10.87%	32.74%	29.81%
Dyersburg State Community College	16.36%	26.69%	25.50%	14.49%	23.40%	21.59%
Jackson State Community College	12.04%	25.07%	22.01%	19.05%	28.57%	26.71%
Motlow State Community College	16.67%	30.20%	28.57%	11.36%	26.82%	25.59%
Northeast State Technical Community College	18.18%	29.36%	28.83%	0.00%	27.25%	25.97%
Nashville State Technical Institute	8.49%	20.51%	17.29%	4.90%	24.12%	17.78%
Pellissippi State Technical Community College	3.64%	21.12%	20.38%	10.00%	18.59%	18.44%
Roane State Community College	9.68%	26.98%	26.49%	7.14%	27.12%	26.59%
Shelby State Community College	12.13%	15.60%	13.08%	9.46%	16.54%	11.61%
State Technical Institute at Memphis	16.13%	19.08%	17.96%	16.34%	23.04%	19.92%
Volunteer State Community College	10.91%	19.76%	19.03%	12.50%	23.42%	22.47%
Walters State Community College	14.29%	27.73%	26.94%	17.02%	26.19%	25.31%
Overall Averages	12.58%	24.36%	22.17%	11.37%	24.42%	21.86%

[1] Totals also include students of other races than White or African-American.

BEST COPY AVAILABLE

Appendix E

Degrees & Awards: Public Universities
1998-1999

Discipline	Certif.	Assoc.	Bach.	Prof.	Mast.	Ed.S.	Doct.	Total
Agriculture			501		54		15	570
Architecture & Related Programs			47		25			72
Area/Ethnic/Cultural Studies			37					37
Marketing Oper./Market & Distribution			27					27
Communications			717		80		6	803
Computer & Information Sciences			187		60		3	250
Education			506		1,724	148	125	2,503
Engineering			936		343		48	1,327
Foreign Languages & Literature			132		21		1	154
Home Economics			482		68		16	566
Technology Education/Industrial Arts		28						28
Law & Legal Studies	5		10	289				304
English Language & Literature			490		109		15	614
Liberal Arts & Sciences/Gen. Studies		86	222		2			310
Library (Information) Science					35			35
Biological Science/Life Sciences			560		100		40	700
Mathematics			108		72		11	191
Multi/Interdisciplinary Studies			1,191		12			1,203
Parks, Recreation, Leisure, Fitness			445		160		5	610
Philosophy, Religion, Theology			55		7		10	72
Physical Science			199		60		26	285
Psychology			849		121		57	1,027
Protective Services/Public Affairs		36	656		215		7	914
Social Sciences			1,099		161		32	1,292
Trade & Industrial			47		2			49
Visual & Performing Arts			679		76		2	757
Health Professions & Related Services	26	218	1,197	451	430		20	2,342
Bus. Mgmt. & Administrative Serv.	4	22	2,557		910		27	3,520
TOTAL	**35**	**390**	**13,936**	**740**	**4,847**	**148**	**466**	**20,562**

Appendix F

Degrees & Awards: Public Two-Year Institutions
1998-99

Discipline	Certificate	Associate	Total
Agriculture		25	25
Marketing Oper /Market & Distribution	19	9	28
Computer & Information Sciences	0	61	61
Engineering	18	364	382
Home Economics	66	32	98
Technology Education/Industrial Arts		153	153
Law & Legal Studies		90	90
English Language & Literature			
Liberal Arts & Sciences/Gen Studies	2	2,202	2,204
Personal & Social Development	32		32
Physical Science		25	25
Protective Services/Public Affairs	167	92	259
Trade & Industrial	129	111	240
Visual & Performing Arts	11	130	141
Health Professions & Related Services	580	1,141	1,721
Bus Mgmt & Administrative Serv	221	1,016	1,237
TOTAL	**1,245**	**5,451**	**6,696**

Appendix G

Awards: Tennessee Technology Centers
1998-99

Discipline	Certificate	Diploma	Other	Total
Agriculture	3	0	0	3
Business	442	499	3,744	4,685
Consumer, Personal & Misc. Services	62	122	33	217
Engineering	0	0	444	444
Health	251	906	842	1,999
Home Economics	12	18	193	223
Personal & Social Development	0	0	310	310
Public Affairs & Protective Services	0	0	1,756	1,756
Trades & Industrial	1,148	1,278	4,328	6,754
Visual & Performing Arts	0	5	0	5
TOTAL	**1,918**	**2,828**	**11,650**	**16,396**

Appendix H

Transfers Into Public Universities
Fall 1999

Receiving Institutions ---->

Originating Institutions:	APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM	UT Mem	Totals
CSTCC	4	10	32	3	38		252	18	2		359
CLSCC		7	14		32		59	24			136
COSCC	14	2	176	12	30	12	6	15	12		279
DSCC	1	2	9	2	1	44	1	1	62	4	127
JSCC	4	1	28	3	5	55	1	8	66	3	174
MSCC	8	1	163	4	79	2	11	8	2	2	280
NSTCC		218	1		19				1		239
NSTI	13	3	122	62	16	6		11			233
PSTCC	3	41	27	1	24	6	12	252			366
RSCC		26	24	2	169	6	10	103			340
SSCC		1	6	17		307	2	5	8	2	348
STIM	1		11	6		309	1	7	6	8	349
VSCC	23	7	179	110	112	6	4	35	6		482
WSCC	2	153	11		20	1	2	88			277
From All 2-yr	73	472	803	222	545	754	361	575	165	19	3,989
From Other Public Univ	75	92	268	69	86	206	09	265	63	29	1,252
From Indep Coll & Univ	30	55	130	37	42	113	43	88	43	9	590
From Out-of State Inst	561	282	636	179	100	594	183	421	104	16	3,076
Total Trans.	**739**	**901**	**1,837**	**507**	**773**	**1,667**	**686**	**1,349**	**375**	**73**	**8,907**

BEST COPY AVAILABLE

Appendix I

Transfers Into Public Two-Year Institutions
Fall 1999

Receiving Institutions ---->

Originating Institutions:	CLSCC	COSCC	CSTCC	DSCC	JSCC	MSCC	NSTCC	NSTI	PSTCC	RSCC	SSCC	STIM	VSCC	WSCC	Totals
APSU		9	5	2	4			18	4	3	3	5	23	2	78
ETSU	1	3	10				144		24	11			5	34	232
MTSU	2	61	23	4	4	55	1	72	11	5		5	97	3	343
TSU		16	7		7	1		35	2	2	7	7	27		111
TTU	2	7	21		5	15	3	13	6	41		4	70	1	188
UM		4	4	12	14	1	1	1	2	2	62	311	4		418
UTC	10		198		1	3		5	10	6	3	4	3		243
UTK	6	18	36	3	8	7	5	7	176	40		12	21	28	367
UTM		25	1	51	64	1		3	1		15	34	15		210
UTMem								1			1	8			10
From All Univ	21	143	305	72	107	83	154	155	236	110	91	390	0	68	1,935
From Other Public 2-Yr	31	62	104	32	61	21	29	94	152	131	56	228	345	41	1,387
From Indep Coll & Univ	38	43	82	7	44	5	14	39	53	29	29	57	61	21	522
From Out-of State Inst	46	184	349	46	76	62	70	120	191	95	115	444	228	71	2,097
Total Trans.	**136**	**432**	**840**	**157**	**288**	**171**	**267**	**408**	**632**	**365**	**291**	**1,119**	**634**	**201**	**5,941**

Appendix J

Enrollment of African-American Students in Tennessee Public Institutions
1990 through 1999, Fall Headcount Enrollments

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	% Change 1990-1999
Universities											
APSU	1,103	1,482	1,546	1,540	1,385	1,370	1,435	1,331	1,365	1,309	18.7%
ETSU	373	425	446	457	496	492	501	517	522	515	38.1%
MTSU	1,320	1,441	1,636	1,843	1,711	1,769	1,817	1,886	1,937	2,055	55.7%
TSU	4,588	4,598	4,778	4,894	5,208	5,563	5,904	6,139	6,469	6,747	47.1%
TTU	278	276	287	295	263	218	225	234	252	263	-5.4%
UM	3,766	3,719	3,957	4,099	4,207	4,431	4,606	5,157	5,577	5,974	58.6%
UTC	742	774	830	841	930	1,070	1,084	1,216	1,298	1,324	78.4%
UTK	1,341	1,370	1,434	1,373	1,334	1,274	1,228	1,295	1,427	1,518	13.2%
UTM	770	811	886	865	837	820	798	817	809	748	-2.8%
UTMHSC	165	195	203	222	221	215	239	216	237	253	53.3%
Total Univ	14,446	15,091	16,003	16,429	16,592	17,222	17,837	18,808	19,893	20,706	43.3%
2-Year											
CSTCC	843	886	1,029	987	1,066	1,042	1,252	1,153	1,185	1,223	45.1%
CLSCC	148	150	230	167	166	180	161	160	129	142	-4.1%
COSCC	222	240	288	273	247	276	316	303	307	315	41.9%
DSCC	239	272	204	258	292	284	343	350	320	308	28.9%
JSCC	443	480	515	521	523	530	586	607	615	693	56.4%
MSCC	153	167	177	177	185	183	187	191	214	213	39.2%
NSTCC	32	55	44	67	81	72	76	89	82	90	181.3%
NSTI	893	910	925	924	1,059	1,062	1,221	1,375	1,494	1,508	68.9%
PSTCC	264	356	388	375	410	321	437	484	522	518	96.2%
RSCC	141	124	170	159	155	133	126	136	142	129	-8.5%
SSCC	2,599	3,476	3,829	4,128	4,026	4,057	3,863	3,403	3,216	3,178	22.3%
STIM	2,644	3,245	3,357	3,363	3,358	3,088	3,118	2,851	2,874	2,775	4.9%
VSCC	236	249	348	372	410	453	491	551	543	533	125.8%
WSCC	138	168	180	224	193	181	194	229	196	163	18.1%
Total 2-Year	8,995	10,778	11,684	11,995	12,171	11,862	12,371	11,882	11,839	11,788	31.1%
Grand Total	23,441	25,869	27,687	28,424	28,763	29,084	30,208	30,690	31,732	32,494	38.6%

BEST COPY AVAILABLE

Appendix K

ACT COMP Examination Scores

Institution	1997		1998		1999	
	Average	N	Average	N	Average	N
APSU	182.5	822	183.2	863	182.0	842
MTSU	183.3	2,073	182.5	2,233	183.3	2,134
TSU	172.9	914	173.0	848	172.0	852
UTM	179.6	1,025	180.5	734	181.0	791
Total	180.4	4,834	180.6	4,678	179.6	4,619

College Base Scores

Institution	1997		1998		1998	
	Average	N	Average	N	Average	N
ETSU	294	1,168	293.0	1,134	291.0	1,292
TTU	317	1,051	319.0	964	310.0	1,064
UM	310	1,599	300.0	1,691	298.0	1,404
UTC	308	1,082	306.0	927	305.0	972
UTK	328	539	325.0	545	323.0	595
Total	309.3	5,439	305.6	5,261	305.6	5,327

Appendix L

Admissions Data for Public Universities
Fall 1999

	Number Applied	Number Accepted	Number Enrolled	Percent Accepted	No. Admitted via Alternative Admissions	% Admitted via Alt. Admissions (of No. Accepted)	% Admitted via Alt. Admissions (of No. Enrolled)
APSU	2,245	1,785	952	79.5%	69	3.9%	7.2%
ETSU	3,403	2,637	1,511	77.5%	106	4.0%	7.0%
MTSU	5,644	4,339	2,655	76.9%	117	2.7%	4.4%
TSU	5,604	3,494	1,386	62.3%	105	3.0%	7.6%
TTU	2,465	2,189	1,213	88.8%	160	7.3%	13.2%
UM	3,866	3,408	1,990	88.2%	66	1.9%	3.3%
UTC	2,368	2,017	1,106	85.2%	72	3.6%	6.5%
UTK	10,634	7,148	4,155	67.2%	201	2.8%	4.8%
UTM	2,114	1,689	978	79.9%	164	9.7%	16.8%
Totals	38,343	28,706	15,946	74.9%	1,060	3.7%	6.6%

Appendix M

Average Entering ACT Scores at Public Institutions
Fall 1999

Universities:	**Average ACT Score**
Austin Peay State University	21.24
East Tennessee State University	21.42
Middle Tennessee State University	21.90
Tennessee State University	19.02
Tennessee Technological University	22.13
University of Memphis	21.28
University of Tennessee, Chattanooga	22.01
University of Tennessee, Knoxville	23.65
University of Tennessee, Martin	21.04
Two-Year Institutions:	
Chattanooga State Technical Community College	18.23
Cleveland State Community College	19.29
Columbia State Community College	18.89
Dyersburg State Community College	18.14
Jackson State Community College	18.46
Motlow State Community College	18.86
Northeast State Technical Community College	18.04
Nashville State Technical Institute	17.19
Pellissippi State Technical Community College	19.05
Roane State Community College	19.23
Shelby State Community College	15.29
State Technical Institute at Memphis	17.03
Volunteer State Community College	18.46
Walters State Community College	18.57

Appendix N

Percentages of First-Time Freshmen in Remedial or Developmental Courses[1] in Public Institutions

Fall 1997 through Fall 1999

	Freshman Enrollment			% Taking any R&D Course			% Taking only 1 Course			% Taking more than 1 Course		
UNIVERSITIES	1997	1998	1999	1997	1998	1999	1997	1998	1999	1996	1997	1999
APSU	897	1,060	896	48.6	49.8	50.6	27.8	29.2	30.0	20.8	20.6	20.5
ETSU	1,486	1,499	1,451	43.5	44.4	44.7	26.9	29.1	25.2	16.7	15.3	19.5
MTSU	2,558	2,575	2,612	38.6	43.0	40.9	26.0	27.5	27.3	12.6	15.4	13.6
TSU	1,145	1,251	1,368	52.1	61.2	57.6	23.5	27.3	27.7	28.6	34.0	29.9
TTU	1,100	1,044	1,183	37.3	35.2	38.0	22.5	21.9	21.7	14.7	13.3	16.2
UM	1,693	1,773	1,939	32.1	33.2	32.4	23.1	23.9	24.8	9.0	9.3	7.6
UTC	1,166	1,264	1,106	37.5	30.4	37.5	33.2	27.8	33.1	4.3	2.5	4.4
UTK	3,795	3,719	4,068	3.1	4.1	3.8	3.1	4.1	3.8	0.0	0.0	0.0
UTM	1,190	1,137	948	35.5	42.0	42.4	27.6	31.4	33.4	7.9	10.6	9.0
UNIV TOTAL	15,030	15,322	15,571	30.6	32.9	32.2	20.3	21.6	21.2	10.3	11.3	10.9
TWO YEAR												
CLSCC	554	532	468	65.2	66.5	65.6	33.9	36.5	35.0	31.2	30.1	30.6
COSCC	844	835	837	71.9	72.8	74.2	34.8	33.5	41.5	37.1	39.3	32.7
CSTCC	1,231	1,189	1,128	78.6	78.5	76.1	26.4	30.5	32.0	52.2	47.9	44.1
DSCC	502	484	448	77.5	77.1	78.1	33.7	34.5	27.9	43.8	42.6	50.2
JSCC	571	599	708	67.3	75.6	74.6	28.9	33.7	35.6	38.4	41.9	39.0
MSCC	792	820	783	73.6	70.1	69.9	36.1	37.0	34.1	37.5	33.2	35.8
NSTI	670	679	649	72.2	68.0	80.1	33.6	34.5	35.6	38.7	33.6	44.5
NSTCC	687	636	686	85.7	89.3	76.1	27.9	28.0	25.2	57.8	61.3	50.9
PSTCC	1,367	1,306	1,185	70.3	73.6	73.0	24.9	25.3	28.1	45.4	48.2	44.9
RSCC	883	876	942	72.3	76.0	72.8	31.8	32.3	36.0	40.4	43.7	36.8
SSCC	830	678	676	83.4	88.9	89.2	26.7	26.5	24.4	56.6	62.4	64.8
STIM	914	911	911	81.5	79.6	80.5	28.1	31.3	27.9	53.4	48.3	52.6
VSCC	1,160	1,105	1,155	61.8	62.7	61.3	25.0	23.7	25.3	36.8	39.0	36.0
WSCC	888	762	797	83.1	81.6	79.7	24.5	22.7	24.8	58.6	58.9	54.8
TWO-YR TOTAL	11,893	11,412	11,354	74.5	75.3	74.7	29.0	30.1	30.8	45.4	45.2	43.9
GRAND TOTAL	26,923	26,734	26,925	50.0	51.0	50.1	24.2	25.2	25.3	25.8	25.8	24.8

[1] All full-time and part-time freshmen of all ages newly enrolled in Fall semester

BEST COPY AVAILABLE

Appendix O

Fall 1999 First-time Freshmen, 18 years of age and younger (1999 High School Graduates) Need for Remedial and/or Developmental Coursework

	Total 18 yr. old Freshmen	No R&D Courses		Any R&D Course		Developmental Only		Remedial Only		Mix of R&D	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNIVERSITIES											
APSU	426	225	52.82%	201	47.18%	179	42.02%	5	1.17%	17	3.99%
ETSU	845	551	65.21%	294	34.79%	244	28.88%	12	1.42%	38	4.50%
MTSU	1,468	961	65.46%	507	34.54%	456	31.06%	20	1.36%	31	2.11%
TSU	976	500	51.23%	476	48.77%	326	33.40%	36	3.69%	114	11.68%
TTU	689	472	68.51%	217	31.49%	182	26.42%	12	1.74%	23	3.34%
UM	1,165	824	70.73%	341	29.27%	293	25.15%	30	2.58%	18	1.55%
UTC	704	468	66.48%	236	33.52%	236	33.52%	0	0.00%	0	0.00%
UTK	2,711	2,613	96.39%	98	3.61%	98	3.61%	0	0.00%	0	0.00%
UTM	582	357	61.34%	225	38.66%	225	38.66%	0	0.00%	0	0.00%
UNIV TOTAL	**9,566**	**6,971**	**72.87%**	**2,595**	**27.13%**	**2,239**	**23.41%**	**115**	**1.20%**	**241**	**2.52%**
TWO-YEAR											
CLSCC	203	89	43.84%	114	56.16%	78	38.42%	10	4.93%	26	12.81%
COSCC	369	133	36.04%	236	63.96%	183	49.59%	15	4.07%	38	10.30%
CSTCC	419	131	31.26%	288	68.74%	186	44.39%	14	3.34%	88	21.00%
DSCC	193	61	31.61%	132	68.39%	73	37.82%	16	8.29%	43	22.28%
JSCC	312	105	33.65%	207	66.35%	155	49.68%	11	3.53%	41	13.14%
MSCC	346	149	43.06%	197	56.94%	158	45.66%	8	2.31%	31	8.96%
NSTCC	253	75	29.64%	178	70.36%	141	55.73%	9	3.56%	28	11.07%
NSTI	158	36	22.78%	122	77.22%	59	37.34%	12	7.59%	51	32.28%
PSTCC	457	151	33.04%	306	66.96%	193	42.23%	23	5.03%	90	19.69%
RSCC	442	168	38.01%	274	61.99%	170	38.46%	28	6.33%	76	17.19%
SSCC	222	20	9.01%	202	90.99%	68	30.63%	25	11.26%	109	49.10%
STIM	311	80	25.72%	231	74.28%	116	37.30%	38	12.22%	77	24.76%
VSCC	460	192	41.74%	268	58.26%	182	39.57%	19	4.13%	67	14.57%
WSCC	378	122	32.28%	256	67.72%	130	34.39%	27	7.14%	99	26.19%
TWO-YR TOTAL	**4,523**	**1,512**	**33.43%**	**3,011**	**66.57%**	**1,892**	**41.83%**	**255**	**5.64%**	**864**	**19.10%**
GRAND TOTAL	**14,089**	**8,483**	**60.21%**	**5,606**	**39.79%**	**4,131**	**29.32%**	**370**	**2.63%**	**1,105**	**7.84%**

Appendix P

Licensure Scores in Public Universities

Institution	Test	1997	Number	1998	Number	1999	Number
APSU	Nursing (BSN)	99.0%	74	94.7%	114	87.8%	90
ETSU	Nursing (AD)	95.2%	21	73.1%	67	81.0%	36
	Nursing (BSN)	82.6%	121	84.2%	183	81.4%	86
	Medical (Step I)	95.0%	59	89.3%	56	89.8%	59
	Medical (Step II)	98.0%	55	91.7%	60	95.9%	49
	Medical (Step III)	98.0%	57	86.4%	51	94.4%	54
MTSU	Nursing	93.6%	59	91.8%	73	95.9%	73
TSU	Engineering	42.0%	67	32.4%	71	31.0%	9
	Nursing (AD)	82.0%	111	83.0%	161	84.5%	71
	Nursing (BSN)	97.0%	31	92.0%	75	91.3%	23
	Dental Hygiene	93.0%	29	88.9%	36	85.2%	27
	Medical Technology	88.0%	9	90.0%	10	87.5%	8
TTU	Engineering	84.5%	265	84.9%	232	82.2%	225
	Nursing (BSN)	100.0%	36	100.0%	40	97.2%	36
UM	Engineering	76.0%	59	67.1%	73	72.2%	54
	Law *	--	--	83.9%	118	83.8%	99
	Nursing (BSN)	77.0%	84	95.5%	89	96.8%	93
UTC	Engineering	64.7%	68	66.7%	50	49.0%	51
	Nursing (BSN)	88.2%	51	91.4%	58	81.8%	22
	Physical Therapy	96.6%	30	97.5%	40	81.6%	38
UTK	Engineering	86.3%	153	80.6%	252	82.2%	185
	Nursing (BSN)	92.1%	77	87.1%	85	92.9%	89
	Law *	--	--	85.4%	219	85.3%	191
	Veterinary Medicine	95.4%	65	100.0%	59	100%	55
UTM	Engineering	100.0%	3	100.0%	5	100%	7
	Nursing (BSN)	100.0%	28	97.0%	30	100%	29
UTMHC	Dentistry	99.0%	81	100.0%	74	100%	69
	Pharmacy	98.5%	68	100.0%	71	99.0%	98
	Medical (Step I)	94.4%	164	95.0%	160	90.0%	152
	Medical (Step II)	97.0%	151	97.0%	160	97.5%	120
	Medical (Step III)	97.0%	133	96.0%	142	99.0%	141
	Dental Hygiene	97.0%	33	91.0%	34	96.9%	32
	Medical Technology	82.0%	17	93.0%	14	93.0%	14
	Physical Therapy	98.2%	58	86.4%	59	100%	58

Appendix Q

Accredited Programs in Tennessee's Public Universities

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs).
The right column is the number which are accredited

	APSU		ETSU		MTSU		TSU		TTU		UM		UTC		UTK		UTM		UTMHSC		All	
Allied Health	2	2	2	2			4	4	1	1			2	2	1	1			5	4	17	16
Architecture															2	2					2	2
Art & Design	1	1	2	2	1	0			1	0	4	4	1	1	4	4					14	12
Biological Sciences			2	2																	2	2
Business			7	7	11	11	4	4	6	6	14	14	2	2	12	12	7	7			63	63
Chemistry	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1			9	8
Dentistry			2	2			1	1											2	2	5	5
Engineering & Technology			1	1	2	2	5	4	6	6	7	7	1	1	10	10					32	31
Forestry															1	1					1	1
Home Economics			2	2	3	3			1	0					3	3	1	1			10	9
Interior Design					1	1									1	1					2	2
Journalism/Mass Communications			1	1	1	1					2	2	1	1	4	4	1	1			10	10
Law											1	1			1	1					2	2
Library (Information) Science															1	1					1	1
Medicine			1	1															1	1	2	2
Music	2	2	1	1	2	2	1	1			4	4	2	2	2	2	1	1			15	15
Nursing	1	1	2	2	1	1	2	2	1	1	1	1	2	2	2	2	1	1	1	1	14	14
Parks & Recreation					1	1															1	1
Pharmacy																			1	1	1	1
Psychology											2	2			1	1					3	3
Public Affairs & Admin							1	1			1	1	1	1							3	3
Public Health & Health Admin			1	0											1	1					2	1
Social Work	1	1	1	1	1	1	1	1			1	1	1	1	2	2	1	1			9	9
Speech/Language/Hearing			1	1			1	1			1	1			2	2					5	5
Teacher Education	8	8	16	16	24	23	16	16	13	13	13	12	14	14	18	18	17	17			139	137
Veterinary Medicine															1	1					1	1
Totals	16	16	43	42	49	47	37	35	30	28	52	51	28	28	70	70	30	30	10	9	365	356

Appendix R

Accredited Programs in Tennessee's Public Two-Year Institutions

The left column under each institution is the number of programs which are eligible for accreditation (does not include exempt programs)
The right column is the number which are accredited

Discipline	CSTCC		CLSCC		COSCC		DSCC		JSCC		MSCC		NSTCC		NSTI		PSTCC		RSCC		SSCC		STIM		VSCC		WSCC		All	
Allied Health	6	6	1	1	3	3			5	5			1	1	2	2			8	8	4	4			6	6	2	2	38	38
Dietetics																					1	1							1	1
Engineer. Tech	3	3	1	1	1	1							2	2	5	5	5	5					9	9			1	1	27	27
Legal Education	1	1	1	1													1	1					1	1					4	4
Nursing	1	1	1	1	1	1	1	1	1	1	1	1							1	1	1	1					1	1	9	9
Vet. Science					1	1																							1	1
Totals	11	11	4	4	6	6	1	1	6	6	1	1	3	3	7	7	6	6	9	9	6	6	10	10	6	6	4	4	80	80

Appendix S

Job Placement Rates at Public Two-Year Institutions and Technology Centers 1998-99

Two Year Institutions

Institution	Total Placed	Percent Placed
CSTCC	378	88.0%
CLSCC	144	89.0%
COSCC	216	98.0%
DSCC	79	96.0%
JSCC	174	95.0%
MSCC	75	95.0%
NSTCC	257	88.0%
NSTI	241	93.0%
PSTCC	249	91.0%
RSCC	326	96.0%
SSCC	269	86.0%
STIM	505	90.0%
VSCC	175	91.0%
WSCC	488	94.0%
Totals	3,576	92.0%

Technology Centers

Institution	Total Placed	Percent Placed
Athens	93	86.9%
Chattanooga	221	94.0%
Covington	87	91.6%
Crossville	116	90.6%
Crump	91	75.2%
Dickson	146	84.4%
Elizabethton	186	80.0%
Harriman	96	81.4%
Hartsville	67	72.0%
Hohenwald	73	81.1%
Jacksboro	86	81.1%
Jackson	281	95.3%
Knoxville	304	92.1%
Livingston	153	85.5%
McKenzie	48	80.0%
McMinnville	55	82.1%
Memphis	397	78.6%
Morristown	338	84.1%
Murfreesboro	68	95.8%
Nashville	222	94.5%
Newbern	75	90.4%
Oneida	48	81.4%
Paris	94	86.2%
Pulaski	85	81.7%
Ripley	74	78.7%
Shelbyville	193	97.5%
Whiteville	64	68.1%
Totals	3,761	85.8%

Appendix T

Key Financial Ratios - Independent Colleges & Universities

Fiscal Year	Reported Total Current Fund Revenues	Tuition and Fees Revenues	Private Gifts, Grants and Contracts	Reported Current Expenditures	Adjusted Total E&G Expenditures	Reported Total E&G Expenditures	Total Instructional Expenditures	Net Revenue Ratio	Tuition & Fees Ratio	Gifts & Grants Ratio	Instruc. Cost Ratio
1986-87	$751,581,000	$198,209,000	$76,820,000	$740,701,000	$447,091,000	$465,776,000	$138,368,000	1.45%	44.33%	17.18%	30.95%
1987-88	$840,017,000	$224,852,000	$77,456,000	$840,183,000	$500,243,000	$532,268,000	$148,235,000	-0.02%	44.95%	15.48%	29.63%
1988-89	$944,232,000	$252,037,000	$82,222,000	$923,517,577	$555,432,000	$599,387,000	$159,592,000	2.19%	45.38%	14.80%	28.73%
1989-90	$1,033,721,000	$279,918,000	$83,236,000	$1,032,213,000	$614,992,000	$663,913,000	$203,601,833	0.15%	45.52%	13.53%	33.11%
1990-91	$1,135,906,000	$308,841,000	$88,655,000	$1,115,622,000	$668,973,000	$711,983,000	$220,074,000	1.79%	46.17%	13.25%	32.90%
1991-92	$1,253,751,665	$339,944,054	$98,430,454	$1,230,636,134	$747,181,914	$798,660,589	$250,861,413	1.84%	45.50%	13.17%	33.57%
1992-93	$1,306,051,202	$366,076,199	$101,200,531	$1,292,123,350	$790,065,912	$798,660,589	$250,861,413	1.07%	46.33%	12.81%	31.75%
1993-94	$1,364,971,447	$394,506,224	$100,846,452	$1,367,993,629	$836,856,815	$902,760,775	$273,232,111	-0.22%	47.14%	12.05%	32.65%
1994-95	$1,438,038,212	$427,967,742	$110,865,136	$1,427,058,586	$886,734,412	$935,593,656	$295,598,790	0.76%	48.26%	12.50%	33.34%
1995-96	$1,574,407,353	$454,083,459	$111,707,657	$1,466,641,972	$974,095,959	$1,030,988,837	$318,081,666	6.84%	46.62%	11.47%	32.65%
1996-99*											

* Pending due to changes in IPEDS form/scheduling.

BEST COPY AVAILABLE

Appendix U

Declared Enrollment Capacity Data for Independent Colleges & Universities, Fall 1998

Institution	Total Headcount	Total FTE	FTE Faculty	Instructional Space (Sq Ft.)	Ratio of FTE/Faculty	Ratio of Space/FTE	Declared Capacity	Ratio of Capacity/Faculty	Ratio of Space/Capacity	Residence Occupancy	Residence Capacity
Aquinas College	362	254	14	18,950	18.14	74.61	500	35.71	37.90	0	0
Belmont University	2,963	2,725	269	NA	10.13	--	2,800	10.41	--	1,161	1,278
Bethel College	711	633	45	34,140	14.07	53.93	920	20.44	37.11	195	300
Bryan College	529	514	40	87,200	12.85	169.65	600	15.00	145.33	436	492
Carson-Newman College	2,336	2,189	154	220,000	14.21	100.50	2,330	15.13	94.42	1,128	1,345
Christian Brothers University	1,887	1,638	136	171,523	12.04	104.71	2,190	16.10	78.32	512	512
Crichton College	803	523	35	17,300	14.94	33.08	700	20.00	24.71	20	26
Cumberland University	1,206	1,018	63	30,000	16.16	29.47	1,200	19.05	25.00	342	350
David Lipscomb University	2,380	2,203	133	238,667	16.56	108.34	2,600	19.55	91.80	1,205	1,572
Fisk University	826	835	71	29,000	11.76	34.73	1,250	17.61	23.20	620	854
Freed-Hardeman University	1,733	1,613	85	64,202	18.98	39.80	1,800	21.18	35.67	1,023	1,156
Free Will Baptist College	334	295	24	72,533	12.29	245.87	600	25.00	120.89	235	300
Hiwassee College	397	356	24	29,440	14.83	82.70	650	27.08	45.29	181	420
John A. Gupton College	88	74	3	4,200	24.67	56.76	100	33.33	42.00	12	14
Johnson Bible College	606	538	30	31,212	17.93	58.01	550	18.33	56.75	426	472
King College	562	539	47	150,000	11.47	278.29	675	14.36	222.22	397	450
Lambuth University	977	919	60	101,350	15.32	110.28	1,200	20.00	84.46	456	646
Lane College	627	612	43	193,239	14.23	315.75	1,000	23.26	193.24	418	650
Lee University	3,088	2,947	136	275,502	21.67	93.49	3,200	23.53	86.09	1,456	1,467
Lemoyne-Owen College	843	743	66	72,000	11.26	96.90	1,500	22.73	48.00	156	169
Lincoln Memorial University	1,750	1,387	107	208,107	12.96	150.04	1,400	13.08	148.65	420	450
Martin Methodist College	536	419	30	47,000	13.97	112.17	800	26.67	58.75	208	286
Maryville College	944	907	71	42,477	12.77	46.83	1,000	14.08	42.48	638	711
Meharry Medical College	856	856	227	15----	3.77	--	870	3.83	--	214	214
Memphis College of Art	270	250	24	67,400	10.42	269.60	300	12.50	224.67	27	27
Milligan College	927	964	77	197,271	12.52	204.64	1,000	12.99	197.27	548	659
Rhodes College	1,466	1,389	121	380,000	11.48	273.58	1,450	11.98	262.07	989	1,037
Southern Adventist University	1,724	1,580	107	332,253	14.77	210.29	1,950	18.22	170.39	1,194	1,330
Southern College of Optometry	480	480	46	35,668	10.43	74.31	488	10.61	73.09	0	0
Tennessee Wesleyan College	796	676	35	55,500	19.31	82.10	720	20.57	77.08	210	336
Trevecca Nazarene University	1,582	1,169	80	163,222	14.61	139.63	1,300	16.25	125.56	592	795
Tusculum College	1,543	1,453	77	112,500	18.87	77.43	1,500	19.48	75.00	289	381
Union University	2,311	1,884	135	67,512	13.96	35.83	1,900	14.07	35.53	983	1,021
University of the South	1,430	1,494	135	374,000	11.07	250.33	1,425	10.56	262.46	1,290	1,320
Vanderbilt University	10,110	9,748	1,920	NA	5.08	--	9,950	5.18	--	4,659	4,685
Totals (and averages)	49,983	45,824	4,670	3,923,368	9.81	85.62	52,418	11.22	74.85	22,640	25,725

BEST COPY AVAILABLE

Appendix V

Percentage of Lower-Division Courses Taught by Various Faculty 1998-99

	Full-Time Faculty	Part-Time Faculty	Graduate Assistants	Other* Staff
Universities				
Austin Peay State University	62.3%	32.8%	1.0%	3.9%
East Tennessee State University	55.8%	22.5%	19.9%	1.8%
Middle Tennessee State University	70.5%	16.0%	8.4%	5.1%
Tennessee State University	54.8%	28.0%	5.8%	11.4%
Tennessee Technological University	64.8%	19.9%	11.4%	3.9%
University of Memphis	38.3%	22.2%	29.4%	10.1%
University of Tennessee, Chattanooga	60.8%	34.7%	0.0%	4.5%
University of Tennessee, Knoxville	58.7%	14.9%	25.7%	0.7%
University of Tennessee, Martin	80.2%	15.9%	0.1%	3.8%
Two Year Institutions				
Chattanooga State Technical Community College	50.1%	45.6%		4.3%
Cleveland State Community College	58.6%	38.6%		2.8%
Columbia State Community College	59.6%	40.4%		0.0%
Dyersburg State Community College	61.8%	37.0%		1.2%
Jackson State Community College	64.6%	27.5%		7.9%
Motlow State Community College	65.6%	32.9%		1.5%
Nashville State Technical Institute	54.1%	37.7%		8.2%
Northeast State Technical Community College	53.7%	43.9%		2.4%
Pellissippi State Technical Community College	48.4%	49.9%		1.7%
Roane State Community College	58.0%	39.1%		2.9%
Shelby State Community College	62.5%	31.6%		5.9%
State Technical Institute at Memphis	44.4%	48.8%		6.8%
Volunteer State Community College	50.1%	44.6%		5.3%
Walters State Community College	66.3%	30.5%		3.2%

* Courses taught by professional non-faculty persons such as lab technicians, persons paid from non-instructional and non-academic support accounts, and administrators.